DOCUMENT RESUME

ED 233 916 SO 014 591

TITLE	National Women's History Week Curriculum Guide.
INSTITUTION	Women's Support Network, Inc., Santa Rosa, CA.
PUB DATE	83
NOTE	64p.; Print type marginally legible. Prepared by the National Women's History Week Project.
AVAILABLE FROM	National Women's History Week Project, Women's Support Network, Inc., P.O. Box 3716, Santa Rosa, CA, 95402 ($7.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Art Activities; Audiovisual Aids; Biographies; Books; Cross Cultural Studies; Dramatics; Elementary Secondary Education; Ethnic Studies; *Females; Feminism; Human Resources; *Interdisciplinary Approach; Learning Activities; Organizations (Groups); Periodicals; Puppetry; Resource Materials; *Sex Role; Slavery; Social Studies; *United States History; *Womens Studies
IDENTIFIERS	*National Womens History Week Project

ABSTRACT

Designed for elementary and secondary level use, the ideas, materials, and resources in this guide are intended to facilitate teachers' first efforts at expanding the study of women in U.S. history. The cross-cultural guide provides introductory information and suggestions to help develop classroom observances for the National Women's History Week Project. Included in the guide are: annotated bibliographies of guides and references, services and catalogs, records, journals, posters, and other miscellaneous materials; learning activities for grades 1-12; personal and family history questionnaires; two dramatic enactments; arts, research, and discussion ideas; a potpourri of women's historic accomplishments; biographies of seven women; puppet/paper doll cutouts of three women; a biography of Harriet Tubman and a songsheet containing a song sung by slaves using the underground railroad; a scramble puzzle; a sample library bibliography and game; a bibliography of elementary and secondary level books dealing with women's history; and a listing of state and regional sex-desegregation centers. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bette Morgan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED233916

SO 014 591

Women's History Curriculum Guide

1983

Women's Support Network, Inc.,

National Women's History Week Project
P.O.Box 3716
Santa Rosa, CA 95402

$7.00

NATIONAL WOMEN'S HISTORY WEEK CURRICULUM GUIDE

TABLE OF CONTENTS

Congressional Resolution of National Women's History Week, 1983 2
Purpose and Overview of National Women's History Week 3
International Women's Day Flier 5
Recommended Resources for Teachers 6
National Women's History Week logos 11
Activities for Celebrating National Women's History Week
Grades 1-6 12
Grades 7-12 14
Personal Timeline 16
Personal History Questionnaire 17
Family History Questionnaire 18
Two Dramatic Enactments 19
Art, Research and Discussion Ideas 21
A Potpourri of Women's Historic Accomplishments 22
Biographies
Susan B. Anthony and Elizabeth Cady Stanton 25
Jade Snow Wong 28
Delores Huerta 31
Mary McCleod Bethune 33
Maria Tallchief 35
Emily Hogan (fictional) 39
Three Puppets/Paper Dolls
Susan B. Anthony 42
Jade Snow Wong 43
Delores Huerta 44
Harriet Tubman and the Underground Railroad
Biography and References 45
"Follow the Drinking Gourd" Songsheet 46
She Did It (scramble puzzle) 47
Sample Library Bibliography and Game 48
Women's History Bibliographies
Elementary 50
Secondary 54
State and Regional Sex-Desegregation Centers 58
Table of Contents for NWHWP Community Organizing Guide 60

NATIONAL WOMEN'S HISTORY WEEK PROJECT
Box 3716 Santa Rosa, California 95402
707 - 526-5974

August 26, 1982

Dear Educators,

To our great delight, the past five years of celebrating Women's History Week in our own local Sonoma County schools have been successes in terms of developing new perspectives about the history of this country. We are continually impressed with the evidence of the impact which studying the importance of women's lives and contributions has had on school children as well as adults. The materials in this Guide, designed for elementary and secondary level use, have been assembled to facilitate teachers' first efforts at expanding the study of women in U.S. history. We hope you will find this packet of introductory ideas stimulating to use.

But why a National Women's History Week? Academic reviews of the most often used, current history textbooks show less than 11% of the content deals with women. This version of history portrays us as passive non-participants in the events of the world. National Women's History Week is a positive model to reclaim our place in the schools' curriculum and in the community's consciousness. From the beginning, starting with Native American women, we have made contributions that have had a critical impact on the development of these United States. The study of women's history provides a means of discovering what these contributions have been and what effects they have had on our lives today.

What have these great numbers of women done? If we re-examine our own family histories to learn what our own mothers, aunts and grandmothers have done, we can begin to understand how their work and contributions in their particular historic time limited and defined them. By not asking how their lives were spent, we lose the richness of our heritage and often the inspiration to interact in our own times as well. (Take a look at pages 17,18)

Special thanks go to the Multicultural/Multiethnic Women's Studies Program of the Berkeley Unified School District for the materials they've allowed us to reprint here, and to the Education Task Force of the Sonoma County Commission on the Status of Women for their pioneering work in the development of Women's History Week.

As educators, you may duplicate any of these materials to share with your students. Our registered logo may not be altered, but may be used as presented herein for work in your schools. Please let us know how effective the materials are by filling out the evaluation form at the back of this Guide at the end of National Women's History Week.

Sincerely yours,

Paula Hammett Molly McGuigan
Bette Morgan Maria E. Cuevas
Mary Kuhls Stetler

The NWHWP Staff

JOINT RESOLUTION OF THE UNITED STATES CONGRESS

Designating the week beginning 06 March 1983 as "Women's History Week".

Whereas American women of every race, class, and ethnic background helped found the Nation in countless recorded and unrecorded ways as servants, slaves, nurses, nuns, homemakers, industrial workers, teachers, reformers, soldiers, and pioneers;

Whereas American women have played and continue to play a critical economic, cultural, social role in every sphere of our Nation's life by constituting a significant portion of the labor force working in and outside of the home;

Whereas American women have played a unique role throughout our history by providing the majority of the Nation's volunteer labor force and have been particularly important in the establishment of early charitable philanthropic and cultural institutions in the country;

Whereas American women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement, and the modern civil rights movement;

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued in the body of American history: Now, therefore, be it

Resolved by the Senate and House of Representatives
of the United States of America in Congress assembled,
That the week beginning 06 March 1983 is designated as
"Women's History Week," and the President is requested to
Issue a proclamation calling upon the people of the
United States to observe such week with appropriate
Ceremonies and activities.

This joint resolution appears in the Congressional Record of the 97th Congress First Session. For your own copy please write to your state representative in Washington, D.C.

PURPOSE AND OVERVIEW OF NATIONAL WOMEN'S HISTORY WEEK

The purpose of this week is to raise the awareness of all students, both female and male, of the wealth of women's history that has been left out of the standard history texts used in most schools. While it is quite impossible to cover women's history thoroughly in only one week, this initial exposure will inspire students and teachers to question further and to discover more about women's historic heritage.

We have divided the week into five different categories of emphasis, each focusing on a specific area of women's historic contributions. This method will be useful in exploring the vastness of women's history. National Women's History week is always the week which includes March 8, International Women's Day, a day celebrating women's historical contributions throughout the world (see page 4). It is our hope that all of these activities will heighten community and student interest and further enhance their knowledge of women in United States history.

The following paragraphs give a brief description of each day's theme. These are only a suggested outline for the week.

DAY FOR AN OVERVIEW OF NATIONAL WOMEN'S HISTORY WEEK

This day might focus on an overview of women's contributions to the development of this country. The history of women in the U.S. is extremely complex because of the merging of our many cultures: Native American, Hispanic, Black, European, and Asian-Pacific. What did Native American women do before European contact? What are they doing today? How did women participate in the Revolutionary War? Who was "Rosie the Riveter"? Where is she now?

DAY FOR WOMEN OF DIVERSE CULTURES

While each day should include women from diverse cultures, ethnic, racial or otherwise, and their particular contributions, it is important to focus one particular day specifically on their work and lives, exploring the richness of our cultural differences. Are there special traditions or ceremonies they observe? How does cultural background relate to daily modern life? How does a woman's cultural background relate to her life as a woman everyday?

DAY FOR LOCAL HISTORIES OF WOMEN

Focus this day on a tribute to the women of your own town or state. Who were the Native American women? What part did the women of your area play in the history of your state? Will the older women in your area share their early memories of the community? How were women's activities reported in your local newspapers fifty to one-hundred years ago?

DAY FOR WOMEN AND POLITICS

The first organized Women's Movement in this country which started at Seneca Falls, New York, in 1848 was for equal rights in many areas of life. It is essential for students to have an understanding of the connection of this event with women in politics today. Students should be given the opportunity to visit government offices, and to assume positions in the schools and in the community for the day. Can you arrange such a setting? What was the history of women voting in your state? What is the role of women in your area's political life? Why have so few women held elected public offices in the past?

DAY FOR WOMEN'S ARTISTIC CONTRIBUTIONS

During the last ten years there has been a national re-examination of the contributions of women in the areas of dance, literature, art, poetry, and music. We need to encourage this new awareness in every young person's consciousness. How does "women's music" differ from the music commonly heard? Why have women authors often used men's pen names? What is meant by the phrase: "Anonymous was a woman"? Why has so little been told of women artists' work before now?

INTERNATIONAL WOMEN'S DAY, MARCH 8

On March 8, 1857, women from the garment and textile industry in New York staged a demonstration protesting low wages, the 12 hour workday and increasing workloads. They called for improved working conditions and equal pay for all working women. Their march was dispersed by the police, some of the women were arrested, and some trampled in the confusion. Three years later, in March of 1860, these women formed their own union and called again for these demands to be met. On March 8, 1908, thousands of women from the needles trade industry demonstrated for the same demands. But now, 51 years later, demands for legislation against child labor and for the right of women to vote were added to demands for shorter working hours and better working conditions. In 1910, the German labor leader Clara Zetkin proposed that March 8 be proclaimed International Women's Day in memory of those earlier struggles of women for better lives. Over the next sixty years, March 8 was celebrated mostly in socialist countries. By 1967, the day began to be celebrated by some groups in the United States, and by 1970, owing to the growing women's liberation movement, events were planned to celebrate the day in most of the major cities of the United States. In the past twelve years it has become a widely celebrated day for most women's organizations and groups. Rallies, forums, panels, conferences, demonstrations, radio programs, media shows and school programs will all be part of the 1983 celebration of women's rights and their contributions to the history and culture of the world.

Logo: *National Women's History Week Project*
Artist: *Kathleen Smith*
Text: *Berkeley Unified School District Women's Studies Program*

BEST COPY AVAILABLE

FILMS AND FILMSTRIPS

American Parade: We the Women. From BFA Educational Media.
P.O. Box 1795, Santa Monica, CA 90406. $45 rental, $430 purchase.
Documentary of the role of women and the women's movement throughout US history, narrated by Mary Tyler Moore. Women such as Lucretia Mott, Susan Anthony, Elizabeth Cady Stanton and Carrie Chapman Catt are shown as they work for women's rights in the 19th century. Characteristics of the women's movement in the 1970s are also discussed. 1974. 30 minutes, color. Grades 7-12.

Basketry of the Pomo Indians. From University of California.
Extension Media Center, Berkeley, CA. 94720
The superb baskets of the Northern California Pomo women are detailed in terms of: special purposes and construction; materials collection and preparation; specific weaving techniques; decorations. Detailed technical descriptions of entire process. Thorough, a bit dry. 1962. 30 minutes, color.

Deborah Sampson: A Woman in the Revolution. From BFA
2211 Michigan Avenue, Santa Monica, CA 90406.
Disguised as a man, she was known as a courageous soldier of the Revolutionary Army. Seriously ill, her ruse was finally uncovered, but her stirring patriotic feelings won her continued rank and later a pension and property. Lively, well paced. 1976. 15 minutes, color. Grades 4-12.

Famous Women of America. From Society for Visual Education, Inc.
1345 Diversey Parkway, Chicago, IL 60614.
Six FILMSTRIPS and guides, covering the lives of Dorothy Gish, Mary McLeod Bethune, Harriet Beecher Stowe, Elizabeth Cady Stanton, Amelia Earhart and Augusta Savage. Enjoyable, well paced. Grades 3-6.

Harriet Tubman and the Underground Railroad. From McGraw-Hill.

With a cast of Ethel Waters, Ruby Dee and Ossi Davis, this film portrays the first of the 19 trips made into slave territory by Harriet Tubman between 1850 and 1860, leading slaves to their freedom along the Underground Railroad. Excellent. 1964. Two parts, 27 minutes each, black and white. Grades 7-12.

Hidden from History Media Packet. Educational TV and Film Center. c/o Judith Kidd
1747 Connecticut Avenue, NW, Washington D.C. 20009 (202)667-2140
A stimulating Academy Award-nominated film, "With Babies and Banners" with supplemental materials. With the 45-minute documentary you also receive twenty 32-page study/activity booklets, a teacher's guide, and brief questionnaire. Guides incorporate US labor history, oral history interviewing, simulation/role playing career exploration and community surveys. Well illustrated and well done. Additional copies of guides: 10/$5.

La Chicana. From Ruiz Productions.
P.O. Box 27788, Los Angeles, CA 90027. $35 rental,+ shipping.
Vividly punctuated with traditional art works, the history of the Chicana is traced from pre-contact society through the present day. 1979. 22 minutes, color. High school/adult.

Lucy Covington: Native American Indian. Encyclopedia Britannica Educational Corp.
425 North Michigan Avenue, Chicago, IL 60611.
The grandaughter of the Colville Indian's last chief, now a leader herself, tells the story of her tribe and family, reaching back across the generations with historical photographs, her native language, and ritual music. She articulates clearly the heritage and attitudes of her people, from the Pacific Northwest.
16 minutes, color. Grades 7-12.

Women in Sports, Part II. From Altana Films.
340 East 34th Street, NYC 10016. $40 rental.
Survey of women in sports throughout history includes information on general historic roots as well as on women in aviation, basketball, golf, track, gymnastics... Some discussion of sex differences, psychological and sociological aspects of sports. Outstanding historic footage! 28 minutes, color. Grades 6-12.

GUIDES & REFERENCES

1983 Women's History Curriculum Guide, from the National Women's History Week Project
PO Box 3716, Santa Rosa, CA 95402 $7.50
An ideal starting point for educators unfamiliar with the history of women in the U.S. Designed for K-12 use, this cross-cultural Guide is packed with introductory information and suggestions. It includes biographies, music and drama activities, puppet/paper dolls, research and discussion questions, and a wonderful list of sources for supplementary print and non-print materials. All can be reproduced for classroom use.

American Women of Color: Integrating Cultural-Diversity into Non-Sex-Biased Curriculum. From Urban Affairs Office
St. Paul Public Schools, 360 Claborne St., St. Paul, MN 55102
A teacher training set of 4 filmstrips, 3 manuals, concerning the history, cultural traditions, and current issues of Native American, Asian American, Black and Hispanic women. For elementary and secondary. Some curricular materials.

Hidden from History: Working Women Past and Present. From New Day Films, Inc.
P.O. Box 315, Franklin Lakes, NJ 07417 $25 complete.
A stimulating student companion piece for the film, "With Babies and Banners" (see film listings above). With the 45-minute documentary you also receive twenty 32-page study/activity booklets, a teacher's guide, and a brief questionnaire. Guides incorporate US labor history, oral history interviewing, simulation/role playing, career exploration and community surveys. Well illustrated and well done. Additional copies of guides: 10/$5.

In Search of Our Past: Units in Women's History (U.S.). From Women's Educational Equity Act Projects.
Education Development Center, 55 Chapel Street, Newton, MA 02160. $9/teacher's guide, $5.25/student book
Outstanding compilation of materials on the varied roles of Native American Women of mid-19th century, Black & white women in the South, and of women's (especially immigrant women's) experiences in the labor force. For use as complete units or supplemental to classroom texts.

NWHWP Lesson Plan Set, from the National Women's History Week Project
PO Box 3716, Santa Rosa, CA 95402
1776, 1849, 1920. What were the women doing during the decades before and after these watershed years in U.S. history? While these three periods are commonly studied in social studies units and classes, the critical contributions of women remain largely unexamined. This page set provides interesting lesson plans, unique multi-cultural chronologies, and directly related print, audio and visual resources. (Grades 1-12)

Notable American Women: A Biography Dictionary 1607-1950. Belknap Press. From National Women's History Week Project
PO Box 3716, Santa Rosa, CA 95402
The lively, informative biographies of 1359 women. Each entry presents the basics of the woman's life, evaluates her career within the context of her field and time, the relationship between her public life and the demands of her personal life. 3 volumes in paper 1980.

Notable American Women: A Biography Dictionary - The Modern Period. From Belknap Press.
Harvard University Press, Cambridge, MA
Companion to the reference above, this volume contains 442 modern biographies. 1980.

Stereotypes, Distortions and Omissions in US History Textbooks. From CIBC
1841 Broadway, NYC 10023 $7.95
Clear perspectives on textbook bias and supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican and women's history. A fine series of content analysis instruments for detecting sexism and racism in texts. Highly recommended for all educators.

The Backyard History Book. From Little, Brown and Co.
34 Beacon Street, Boston, MA 02106
Excellent introduction to family and community history for young students. Action packed projects immediately usable in elementary as well as intermediary situations. Grades K-8.

Women Together. From Alfred A. Knopf
201 E. 50th Street, NYC 10022
Basic collection of documents illustrating the history of the American women's movement. Easily converts to classroom use, source book for student projects. Useful for all classroom teachers. 1976. Grades 7-12.

SERVICES & CATALOGS

Asian American Materials Catalog. From Japanese American Curriculum Project.
414 East 3rd Avenue, P.O. Box 367, San Mateo, CA 94401. (415)343-9408.
Includes up-to-date listings of educational materials of all sorts by and about Asian Americans, categorized by age group of user. Excellent. $1 for current catalog.

Information Systems Development.
1100 East 8th Street, Austin, TX 78702 (512)477-1604
Extensive data base on women of all cultures, races, and ethnicities in the U.S..
Can help locate specialized materials, data, or publications. Fee for services.

Jewish Women's Resource Center.
92nd Street YM/YWHA Library, 1395 Lexington Avenue, NYC 10028. (212)666-7090.
Multi-dimensional information and program service to educate the community about yesterday's and today's Jewish woman. Bibliographies, research assistance, course outlines, curricula and texts.

National Archives for Black Women in History.
1318 Vermont Ave., N.W., Washington D.C. 20005. (202) 332-9201
Comprehensive collection of materials about Black women throughout U.S. History.
Also available: travelling exhibits, and brochures & booklets

OHOYO Resource Center.
2301 Midwestern Parkway, Ste.214, Wichita Falls, TX 76308. (817)692-3841
Focusing on American Indian-Alaska Native women, offers copious library and media resources, printed bibliography, referral pool to specific American Indian-Alaska Native women nationwide, and a quarterly bulletin. Free brochure available.

Resource Bibliography/Library. Sex Desegregation Assistance Center of the Southwest
Box 3010A SAF Station, Nacogdoches, TX 76962. (713)569-5307
By far the best library available for non-sexist (including women's history) materials for educators. All items are available on loan regardless of your geographic location. Supplies of the 259 page publication are limited, so order one now. Free.

RECORDS

Black Women's Speeches. From National Women's History Week Project
PO Box 3716, Santa Rosa, CA 95402 $6.95 each
Two records, each accompanied by a full transcription of the speeches. VOLUME I: Sojourner Truth, Sarah Parker Redmond, Maria Stewart, and Mary Church Terrell. VOLUME II: Shirley Chisholm, Coretta Scott King, Angela Davis, Fannie Lee Chaney.

But the Women Rose. From National Women's History Week Project
PO Box 3716, Santa Rosa, CA 95402 $6.95 each
Each record comes with a full transcription. VOLUME I: the words of Susan B. Anthony, Harriet Beecher Stowe, Sojourner Truth, Elizabeth Cady Stanton, Lucy Stone, Margaret Fuller and others, narrated by five readers. VOLUME II: The words of Mother Jones, Emma Goldman, Margaret Sanger, Betty Friedan, Redstockings, Shirley Chisholm, and other women, also by five readers.

Pioneer Women: Selections From Their Journals. From Caedmon Records.
1995 Broadway, NYC 10023
Two record album reveals what it was really like to be an American pioneer woman. The four women featured went West for different reasons, had different experiences, and wrote in diffferent ways. Like an afternoon on a grandmother's lap. Grades 5-12. (JH,HS)

Side by side: Reenactments of Scenes from Women's History, 1848-1920. From National Women's History Week Project
PO Box 3716, Santa Rosa, CA 95402 $9.50 set.
Two records of the words of women in the early struggle for women's rights in the US, plus narration establishing a historical context for the readings. Excellent liner notes, also.

The Negro Woman. From National Women's History Week Project
Box 3716, Santa Rosa, CA 95402 $6.95.
Complete transcriptions of each speech accompanied by biographical sketches and illustrations of each woman featured: Phillis Wheatley, Sojourner Truth, Harriet Tubman, Frances Ellen Watkins Harper, Ida B. Wells, Mary Church Terrell, Mary McLeod Bethune.

JOURNALS

Bridge. From Asian Cine-Vision
32 East Broadway, NYC 10002.
Two volumes focus particularly on the experience of Asian women in America: Vol. 6, No. 4, and Vol. 7, No. 1 Included were useful references to materials, books, films, as well as articles chronicling the lives of individual and groups of women.

Bulletin. From Council on Interracial Books for Children.
1841 Broadway, NYC 10023 $10/Indivs, $15/Institutions
Published eight times a year, the Council's singular focus is on providing information about racism and sexism in educational materials for educators, making exemplary materials available through their catalogs.

TABS. From Tabs Magazine
744 Carroll Street, Brooklyn, NY 11215 $10/indiv., $20/Institutions.
Quarterly magazine for K-12 educators. It's the only periodical in the US devoted exclusively to practical aids for equal education of the sexes. Every issue includes lesson plans, a centerfold poster, biographies, news and reviews, and feature articles. Outstanding.

The History Teacher. From California State University
Long Beach, CA 90804. $10/year
Publication of the Society for History Education, one issue in particular carried three articles of importance regarding women's history: Vol.XIII, No.4, August 1980. "Teaching the History of Hispanic-American Women," "A Conceptual Framework for the Teaching of U.S. Women's History," and "Integrating Women's History and Regular History."

POSTERS

American Women: 1607 to the Present. By the Proof Press. From the National Women's History Week Project
P.O. Box 3716, Santa Rosa, CA 95402 $32.00
An integrated, multicultural study unit tracing the changing roles of women. Four parts: 12 duotone posters, 10x13 ($13); six student booklets of different time periods (6x9, 100 pp. total, $15); Chronological chart from 1607 to present, 19 spheres of activity, 800 facts (12x35, $4); and instructional guide for each period, ($4). Set delivered in resealable vinyl envelope. Excellent resource.

National Women's History Week Poster for 1982. From the National Women's History Week Project.
P.O. Box 3716, Santa Rosa, CA 95402. $3.00, includes postage. (bulk rates available)
222 names and birth/death dates of women, with statement of their accomplishments. Listed chronologically on a 20" x 26" poster, quality stock. Multicultural, excellent teaching tool.

National Women's History Week poster for 1983. From the NWHW Project
PO Box 3716, Santa Rosa, CA 95402 $3.00 each, discounts on bulk orders.
Featuring a photograph of the hands of a Native American woman demonstrating the traditional skill of basket weaving, the 1983 poster is a beautiful work of art as well as an announcement of National Women's History Week. 19" x 25". On coated stock, printed in earth tones.

Personalities in American History. From Giant Photos, Inc.
P.O. Box 406, Rockford, IL 61105. $3 set, plus $1 postage.
64 black and white prints, 8x10, includes 24 women of merit. No Hispanic or Asian Pacific women; only Sacajawea represents Native Americans.

TABS posters.
744 Carroll Street, Brooklyn, NY 11215. $2 apiece, plus $1.25 postage. Discounts on bulk and set orders.
11x17 duotone posters featuring well known and rediscovered women of achievement. Includes Frances Perkins, Amelia Earhart, Fannie Lou Hamer, Louisa May Alcott, Harriet Tubman, Fannie Lou Hamer, Belva Lockwood, Alice Paul, Leonore O'Reilley, Lucretia Mott, Ch'iu Chin, Annie Smith Peck, Sarah Winnemucca, Marie Curie, Susan Anthony. Shipped unfolded. New posters each quarter! Free illustrated catalog of all holdings.

Women from History Post-Card Sets, by Helaine Victoria Press. From National Women's History Project
PO Box 3716, Santa Rosa, CA 95402 $5.00/set
Useful as mini-posters, each card of these two especially selected sets of large format cards carries a photo on one side and biography on the other. The ten cards of each set were selected for cultural and topical balance. Set #1 contains 19th Century women, Set #2 contains women of the 20th Century.

MARVELOUS MISCELLANY

Color Me Brown. From Johnson Publishing Company.
820 S. Michigan Avenue, Chicago, IL 60605. $2.00
Brief, simple biographies accompany the equally simple line drawings of the book's 29 black people of historic interest, including 7 women: Mary McLeod Bethune, Lorraine Hansberry, Mary Church Terrell, Sojourner Truth, Harriet Tubman, Ida B. Wells, Phillis Wheatley. Facial characteristics tend to be more European than African.

Community Resource Women. See the NWHW Project's Organizing Guide for recruitment ideas.
P.O. Box 3715, Santa Rosa, CA 95402 $4.50
An excellent way to make women's history come alive is to have local community women visit classrooms to do presentations, do demonstrations, tell stories, share their ethnic customs, music, or food, describe their childhood ambitions and present lives, their work, their plans... Link a woman doctor/nurse to a unit on Clara Barton and the Red Cross, an aviator to Amelia Earhart, a quilter to early pioneering. Exciting!

Great Women Biographical Card Games. From National Women's History Week Project.
P.O. Box 3716, Santa Rosa, CA 95402 $6 each, $1 postage
Three separate rummy-style card games introducing America's great women: "Writers and Poets," "Founders and Firsts," and "Foremothers." Each deck contains 52 face and fact cards, two wild cards (Gertrude Stein!). Grades 3 and up.

Harriet Tubman Study Set, by the National Women's History Week Project
PO Box 3716, Santa Rosa, CA 95402 $6.50
Explore the daring life of Harriet Tubman with your class using the materials of this set. A 20"x26" black-line gameboard (suitable for coloring and laminating), 3-page biography with discussion questions, song sheet, activity suggestions, recommended print and non-print supplemental resources. Packaged with 6 colored markers and one die. (Grades 2-6)

Quilting as a Traditional Woman's Art Form: A Kit, by Mary Ruthsdotter. From the National Women's History Week Proje
PO Box 3716, Santa Rosa, CA 95402 $12.50
Complete materials for a very interesting, informative unit on quilting as a traditional woman's art form. Set contains a dozen 8" printed quilt blocks in full color on coated card stock, complete lesson plans for an art project introducing geometric principles, samples of quilted fabric and quilt batting for your class to handle. For the lower grades, black-line copymasters for tracers and a 9-square quilt block. (Grades 1-6)

The National Women's Hall of Fame Coloring Book. From National Women's Hall of Fame, Inc..
P.O. Box 335, Seneca Falls, NY 13148 (315)568-8060 $2.00
Line drawings of fifteen women from the Hall of Fame are accompanied by two-line biographical statements. Last page is for your own portrait and "descriptions of your future accomplishments and great deeds."

Women Working calendar. From National Women's History Week Project.
P.O. Box 3716, Santa Rosa, CA 95402 $6.95
Beautifully illustrated to commemorate monthly the achievement of one particular woman each month, as well as the birthdays of approximately 80 women each month. Useful for planning classroom celebrations, assignments, themes.

Working Women's Music. Author: Evelyn Alloy. From National Women's History Week Project.
P.O. Box 3716, Santa Rosa, CA 95402. $2.50: Paperback.
A running narrative about women's historic positions in the paid workforce accompanies the words and melodies of the 38 songs included. Arranged chronologically from 1815 to the present. Unique, valuable, and inexpensive resource --useful at all grade levels. Grades 1-12.

We invite you to use the logo of The National Women's History Week Project for promoting NWHW activities in your school or community if you would like. The multi-cultural aspect of this logo projects precisely the broad goal of our work. While women as a group have been ignored in the telling of U.S. history, the contributions of racial and ethnic minority women have been totally dismissed.

The logo is registered and may only be used as presented. It may not be altered in any way, nor be used for professional or commercial purposes.

ACTIVITIES FOR GRADES 1-6

1. Introduce students to biographies of women in U.S. history. Each in turn can develop a diorama, decorate a cake, make a mask, puppet or costume for one woman. The resutls can be presented to another class by each student individually, in pairs, or as a member of a larger performance.

2. Ask a storyteller or release a teacher to circulate in the school telling stories about American women, or stories portraying strong women and girls (see bibliography for ideas).

3. Ask a singer or musician to present a program of songs by or about women and the historical movements in which they have participated. (Record suggestions are listed on page 8)

4. Make soap, candles, or butter during class. Discuss how colonial or frontier women got the materiasl they used and how often they would have needed to make these things for their families.

5. Honor women in special fields such as music, politics, manual labor, sports. For example, in sports you might consider:
   a. Post pictures of women athletes around school. "Women Sports" and "Black Sports" magazines are good sources for materials. (See also the posters section on page 9)
   b. Have a demonstration of women in some sport, such as martial arts.
   c. Invite a woman who has a special skill to work with a class. For example, a mother who jogs. She can explain why she jogs, some important techniques for the activity, and have the students jog with her around the track or school yard.
   d. Invite a group of older girls to teach a sport. For example: field hockey or volleyball. Or conduct a skills clinic in basketball, baseball, football, softball, track events.
   e. Show a film, such as "Young Women in Sports," or "Flashettes."
   f. Teach the class a new sports vocabulary and have students write stories or poems about how they feel when they run, slide, win or lose.

6. Invite a woman working in nontraditional areas to share her experiences. Appropriate for all grades. Students could prepare interview questions in advance, play "20 Questions" or "What's My Line."

7. Start a collection of pictures from magazines, newspapers depicting women in traditional and non-traditional activities. Create a mural to hang outside classroom for visitors and other classes to see. Create a resource file for the library.

8. Present speeches, playing the part of a woman from history. Speaking as the woman herself, describe her childhood, ambitions, daily life and work. The woman might have been famous or she might not have been. Her story should be factual in either case. Let students interview her after her presentation.

9. Discuss quilting as a traditional woman's art form. Using construction paper, crayons and glue, have the students make quilt squares of traditional or innovative designs. Mount these together on black paper or a bulletin board as a "quilt." (Susan B. Anthony gave her first speech at a quilting bee!)

10. Using the Potpourri of Women's Historic Accomplishments on page make signs to hang up in the school cafeteria, reading them with the daily announcements. Hold a competition quiz with Susan B. Anthony dollars as prizes.

11. Throughout the year, observe the birthdays of our foremothers as you do our forefathers - special bulletin boards, class lessons, skits, art projects, films, discussions. (See Tabs or Women Working calendars for dates, pages 9 and 10.)

PROJECTS AND ACTIVITIES, GRADES 7-12

1. Write a news release for radio or TV about a particular event in the history of the women's rights movement. Pretend it has just happened. Tell everything you can recall about the event. Don't forget to include a snappy title for your news story.

2. There are numerous buttons now being used by the women's movement. Students choose one and find out what it is about. Source include newspapers, women's bookstores, magazines, friends or people they see wearing buttons. What is the button's message? Who might wear it? Examples: "Women Hold Up Half the Sky," "Sisters pick up sisters," "Uppity Women Unite," "Sisterhood is Powerful," "56¢," "New Day! Beyond ERA," "Rediscover Women in History," "Failure is Impossible."

3. Have students go through their school's history textbook and list each woman mentioned in the index. How many times was each referred to? Why were they included in the book? Is the reference because of their own accomplishment or because they were the wife or helper of someone important? Contrast the findings with the textbook's treatment of men.

4. "A Woman's Place is in the House ... and in the Senate." Some have argued that women should not hold high public office because they aren't "tough" enough or political enough to survive and do a good job. Who are the women in politics today? Consider women from the local to national level. What are they like? What issues are of prime concern for them?

5. Assign students to do research on women and work in other historic periods. Examples:
   - -the varied jobs women in the colonies did (Blacks, Europeans, Indians)
   - -immigrant women in the 19th Century: where were they from? why did they come here? where did they work?
   - -the lives of the Indian women of a tribe near your community
   - -the work of migrant workers, before and now
   - -Mexican women of "The West" before Europeans arrived
   - -women workers in the garment industries, 1850's and now
   - -women's roles during the major war periods ... and afterwards.

6. Sponsor a poster-making contest. Examples:
   - -women in history. Students decide who to honor on the basis of research they have done.
   - -slogans which support change. Study political posters and then design one using slogans from the women's rights movement or the students' own ideas for an equitable society
   - -women and men in non-traditional work
   - -women's roles, "then and now"

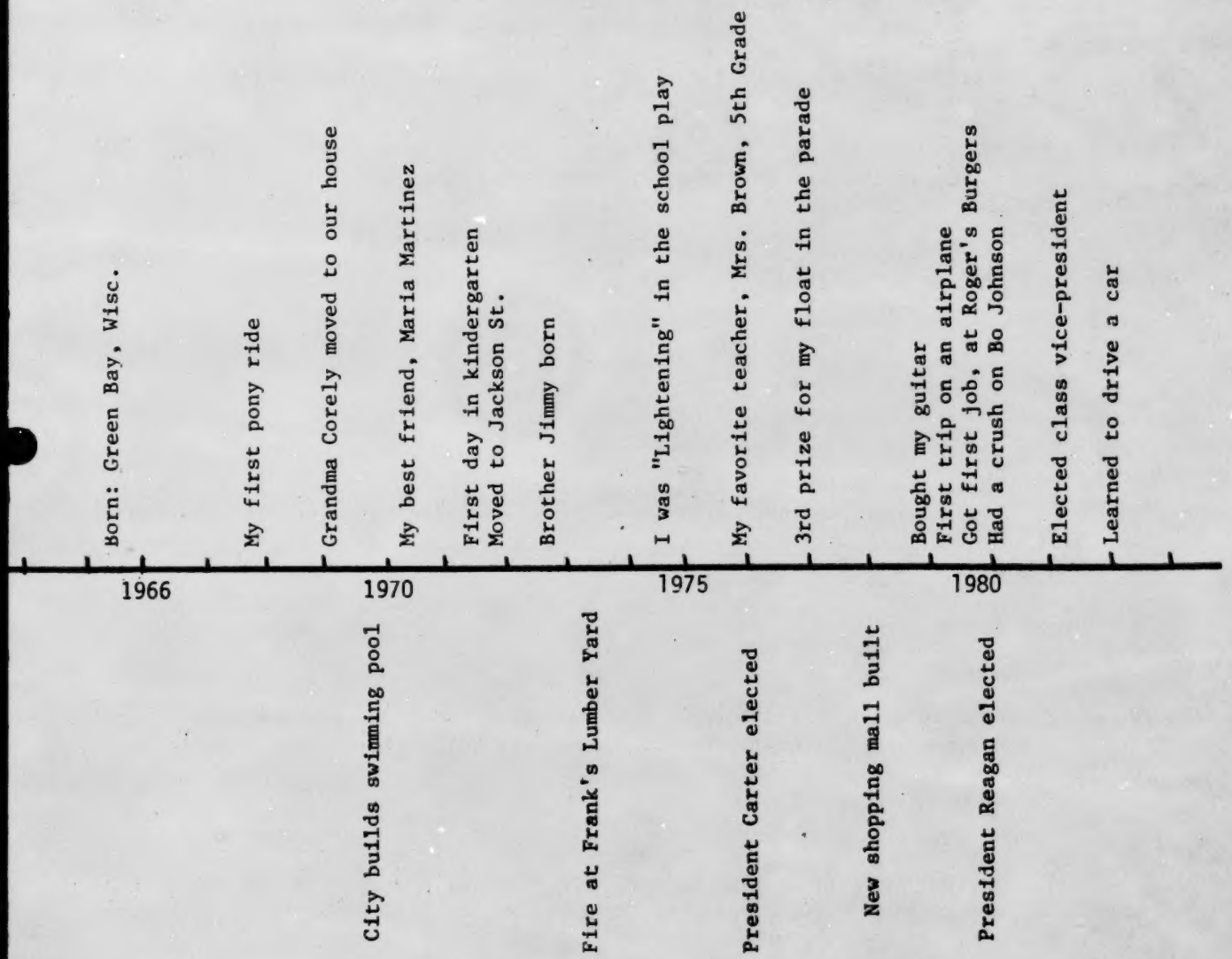
7. Sponsor a week honoring women in special fields. Examples: sports, music, manual work, politics. Activities connected with sports might be similar to those enumerated on the previous page of this Guide, p. 12 . Suitable books and films are listed in the resources section, also.

8. Have students research what technology and employment have to do with the changing roles of women in U.S. society. How can these effects be seen in your local community? What about within the student's own family? How do female and male relations feel about these changes?

9. Set aside a part of the library for books and articles about women. Every library should develop such a collection. Good beginnings are suggested in the bibliography section of this Guide, pages 54-57.

PERSONAL TIMELINE

Reconstruct your life by making a timeline of your personal history. Above the blank line, plot the events and transitions most important to you. Add items of local and state importance to the bottom of the line. Study the sample to give you an idea of how to do it.



As a class activity, construct a larger version which runs along the walls of the room, indicating events from each person's life history which they would like to share.

PERSONAL HISTORY QUESTIONNAIRE

The following personal history questionnaire can be used for independent study projects by students. It is an excellent teaching tool to help develop an awareness of women's participation in our society's development.

The history of your mother, aunt, grandmother or the woman who helped take care of you is important. By asking questions about her life, you can learn your own history. Maybe you will be allowed to borrow a photograph of her and bring it to school to share with other students and your teacher. It is important for us to realize that we are part of history, and that history is not just something that happened "out there" far away from us.

Interview a woman important in your life. Ask her these questions and write down her answer in the spaces under the questions. You can write on the back of the page, too.

1. Where was she born? When? Did she have sisters and brothers? Did she like them? What did she like to do when she was little?

2. Where did she go to school? How long did she go? What did she like to study? What did she think of school? What did the other students think of her?

3. Has she ever worked for pay? What sort of work has she done? For how long? Was she paid fairly? What was her money needed for? Was it enough?

4. Does she belong to a certain religious group? What does her religion mean to her as a woman? Does she observe special traditions because she is a woman of her religion?

5. What is her opinion of today's women's movement? Why does she feel this way?

FAMILY HISTORY QUESTIONNAIRE

Writing a history of your family concentrating on its female members is a great way to further your knowledge of women's history and of expanding your view of your family members. Go back at least to your parents' generation. This exercise will help you to begin to understand what shaped you and your family. What is unusual and what is common about your experience? At each point try to tie your family history to events and trends in the history of the time. In doing this you should discuss the following questions:

1. What was the family structure? Who lived together? Who had authority?

2. Did the family migrate or move a lot? How did this affect the women members?

3. What kind of paid work was done by women and men? How was this determined?

4. What economic class was the family? How did poverty/affluence affect it?

5. What roles were played by members of both sexes in the family? What was the division of labor within the family? Women/men, girls/boys?

6. How did special religious, ethnic, or racial characteristics affect the women in your family?

7. What were the child-rearing practices and how have they changed?

8. What have the women's attitudes been about work, education, welfare, the future, sex, the rich, other races or ethnic groups?

2 DRAMATIC ENACTMENTS

SOJOURNER TRUTH

Sojourner Truth often made an appearance before gatherings of white men and women who had come together to discuss women's rights or man's superiority. This situation could be acted out in the classroom. Sojourner Truth was a tall black woman whose back had been stooped under the lash of slavery. She had an eloquence about her as she walked. When she rose to speak before these groups the derisive catcalls were plentiful -- referring to her race and her sex. With her head erect and her eyes shining she spoke in a rich, powerful voice. And before long a hugh would fall over the audience.

Part 1. Boys and girls present arguments for and against the superiority of the male sex, the "proper sphere" theory that a man's sphere is in public and gives him the right to govern and a woman's sphere is private and is restricted to the family and the home.

Part 2. One student represents Sojourner Truth, listening from the sidelines and then rising and asking to speak. Catcalls. Sojourner speaks of her experiences as a black woman, an ex-slave, and these experiences go far beyond the bounds of a "woman's sphere". They point out the shallowness of that argument and speak to the difficulty of using the proper sphere theory to deny any group of people their rights.

Sojourner Truth: The man over there says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody helps me into carriages or over puddles or gives me the best place...and ain't I a woman?

Look at my arm! I have ploughed and planted and gathered into barns, and no man could head me...and ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well...and ain't I a woman?

I have borne thirteen children, and seen them sold into slavery, and when I cried out with my mother's grief, none but Jesus heard me...and ain't I a woman?

--Sojourner Truth
1851

MOCK TRIAL OF SUSAN B. ANTHONY

By 1870, the 14th and 15th Amendments to the Constitution had been ratified. These amendments stated that all U.S. citizens were to be given the equal protection of the law, the full privileges of U.S. citizenship, and that the right to vote was not to be denied on account of "race, color, or previous condition of servitude." In 1872, Susan B. Anthony registered and voted in the presidential election of that year. (Women were not granted the right to vote until 1920 when the 19th Amendment to the Constitution passed.)

Stage a mock trial in the classroom. The boys take the parts of judge, jury, prosecuting attorney, and have the task of developing arguments why women should not vote. The girls are the audience in the stands. They meet in a group beforehand and determine the arguments Susan should make use of in her defense.

ACCOUNT OF THE PROCEEDINGS ON THE TRIAL OF SUSAN B. ANTHONY ON THE CHARGE OF ILLEGAL VOTING AT THE PRESIDENTIAL ELECTION IN NOVEMBER, 1872

MISS ANTHONY: Yes, your honor, I have many things to say; for in your ordered verdict of guilty, you have trampled under foot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject; and not only myself individually, but all of my sex are, by your honor's verdict, doomed to political subjection under this so-called republican form of government.

JUDGE HUNT: The Court cannot listen to a rehearsal of arguments the prisoner's counsel has already consumed three hours in presenting.

MISS ANTHONY: Your denial of my citizen's right to vote is the denial of my right of consent as one of the governed; the denial of my right of representation as one of the taxed; the denial of my right to a trial by a jury of my peers as an offender against the law, therefore, is the denial of my sacred rights to life, liberty, property and...

JUDGE HUNT: The Court cannot allow the prisoner to go on.

MISS ANTHONY: All of my prosecutors... not one is my peer;... had your honor submitted my case to the jury, as was clearly your duty*... not one of those men was my peer; but, native or foreign born, white or black, rich or poor, educated or ignorant, awake or asleep, sober or drunk, each and every man of them was my political superior; hence, in no sense, my peer... Precisely as no disfranchised person is entitled to sit upon a jury, and no woman is entitled to the franchise, so none but a regularly admitted lawyer is allowed to practice in the courts, and no woman can gain admission to the bar-- hence jury, judge, counsel, must all be of the superior class.

JUDGE HUNT: The Court must insist -- the prisoner has been tried according to the established forms of law.

MISS ANTHONY: Yes, your honor, but by forms of law all made by men, interpreted by men, administered by men, in favor of men, and against women; and hence, your honor's ordered verdict of guilty, against a United States citizen for the exercise of "that citizen's right to vote," simply because that citizen was a woman and not a man. But yesterday the same man-made forms of law declared it a crime punishable with $1,000 fine and six months' imprisonment for you, for me, or any of us to give a cup of cold water, a crust of bread, or a night's shelter to a panting fugitive as he was tracking his way to Canada. And every man or woman in whose veins coursed a drop of human sympathy violated that wicked law, reckless of consequences, and was justified in so doing. As then, the slaves who got their freedom must take it over, or under, or through the unjust forms of law, precisely so now must women, to get their right to a voice in this government, take it; and I have taken mine, and mean to take it at every possible opportunity.

*The judge had instructed the jury to return a verdict of guilty.

Copyright: *Susan Groves*
Berkeley Unified School District

ART WORK AND CREATIVE WRITING FOLLOW-UP, GRADES 1-6

1. Students work in groups on posters celebrating the lives of women they have just heard speak.

2. Write an essay on: the connections between the things these women fought for and the issues being raised by people in the women's movement today; the relevance of the problems seen by these 19th Century women to people's lives today; to their own lives today.

3. Each of these leaders fought for the right of all people to become what they were capable of being. Students write about their conception of themselves twenty years from now. (Teacher: does a student see her/himself actually doing what s/he aspires to be? Can you help?)

4. Write and present a play or skit. Possible themes include a typical day in the life of one of these women, a historical incident from the suffrage movement, a day in the life of a woman 30 years from now.

5. Do research and then write a play about the men in the women's rights movement of the 19th Century: Frederick Douglass, William Lloyd Garrison, Theodore Weld, James Mott. What did the men gain from the women's movement of the 19th Century? Who are the men active in the women's rights movement today?

6. What methods and arguments would you have used if you were in the position of the 19th Century feminists? You want the laws changed, but what political power do you have to accomplish that? Who are the lawmakers, the governors, judges, political representatives? Your only tool is persuasion. What would you have done?

7. Have there been changes in your home, or in how you look at things, as a result of the present feminist movement?

RESEARCH AND DISCUSSION SUGGESTIONS
GRADES 7 to 12

1. The Women's Movement is very broad and includes a wide variety of viewpoints. What are some of the differences of opinion within the Movement? Which groups in your own community represent these different perspectives?

2. Women today (Black, White, Asian, Hispanic, Native American) are not so concerned with the right to vote as with other problems. What are the specific problems for each of these groups? What are they doing to institute changes?

3. Many women were unhappy with the clothing of the 19th Century which they were required to wear. They experimented with "bloomers" but found them to be a problem: critics focused on their clothes rather than on their words. Who designed the bloomer? What were women wearing before that? How did their clothes affect their health? How did politics affect their clothes? How do <u>your</u> clothes reflect your own lifestyle today?

4. Where did the idea develop that women's "proper sphere" is in the home while man's place is in the world? How is this idea changing? Why? How do you feel about this? Why?

A POTPOURRI OF WOMEN'S HISTORIC ACCOMPLISHMENTS

Here are a variety of perhaps unknown facts concerning the lives of many different women. We would suggest that you use these for posters, research topics, quiz materials, announcements in daily bulletins...

Who was the first American Black woman to publish her book?
Phyllis Wheatley (1753-1784)

What woman needed President Grant's approval before she could receive her law degree?
Belva Lockwood (1830-1917)

Who was the first Asian-Pacific woman elected to the U.S. Congress?
Patsy Mink (1927-)

Who is called "The Mother of the Civil Rights Movement"?
Rosa Parks (1920-)

Who was the first woman candidate for the U.S. Presidency?
Victoria Woodhull (1838-1927)

Who won the 1931 Nobel Peace Prize for her opposition to war?
Jane Addams (1860-1935)

Who was the first woman postmaster in the colonies, who was later replaced on the grounds that the job required a man?
Mary Goddard (1738-1816)

What woman married to a U.S. President developed her own reputation as a tireless campaigner for world peace and equality?
Eleanor Roosevelt (1884-1962)

In 1939, what famous Black opera singer was barred from singing in Washington's Constitution Hall because of her race?
Marion Anderson (1902-)

Who wrote the first version of the Equal Rights Amendment, in 1923?
Alice Paul (1885-1977)

What Cree Indian woman has written and recorded many albums of songs focusing on the situation of Native Americans in this country?
Buffy Sainte-Marie (1941-)

As Vice President of the United Farm Workers, what woman has been vital in speaking for civil and economic rights for foarmworkers throughout the U.S.?
Delores Huerta (1930-)

Who was the only Representative in Congress to vote against the U.S. entry into both World War I and World War II?
Jeannette Rankin (1880-1973)

What leading suffragist was arrested and convicted of attempting to vote in the 1872 national election?
Susan B. Anthony (1820-1906)

What crusading journalist travelled around the world in 72 days?
Nellie Bly (1867-1922) (real name: Elizabeth Cochrane Seaman)

What woman was turned down by 29 medical schools before being accepted as a student, graduated at the head of her class, and became the first licensed woman doctor in the U.S.?
Elizabeth Blackwell (1821-1910)

What former slave was a powerful speaker for the rights of women and Blacks?
Sojourner Truth (1797?-1883)

Who worked side-by-side with Eli Whitney to invent the cotton gin?
Catherine Greene (1755-1814)

When was the Equal Rights Amendment first introduced into Congress?
1923

Who was instrumental in devising the Union strategy which ultimately won the Civil War?
Anna Ella Carroll (1815-1893)

Which woman was banished from the Massachusetts Bay Colony for holding religious discussion meetings in her home?
Anne Hutchison (1591-1643)

Which dancer revolutionized dance with her progressive ideas in the early 1900's?
Isadora Duncan (1878-1927)

Who drove a stage coach across the roughest part of the West without anyone knowing until she died that she was a woman?
Charlie Parkhurst (c. 1879)

In 1847, an American woman astronomer sighted the first comet ever discovered by telescope and was awarded a gold medal by the King of Denmark. Her name?
Maria Mitchell (1818-1889)

Who is Chair of the Board and Publisher of The Washington Post and Newsweek magazine, and also oversees six broadcasting stations?
Katherine Graham (1917-)

About 20,000 women shirtwaist workers staged a strike for better working conditions. Their pivotal action was called "The Uprising of the 20,000." When did it occur?
1909, in New York City

Who broke two Olympic records in 1932 for javelin throw and hurdles, won basketball titles, and was a national baseball champion who pitched against the Philadelphia Athletics?
Babe Didrikson Zaharias (1911-1956)

When did officials of Little League Baseball announce they would "defer to the changing social climate" and let girls play on their teams?
1974

When did Title IX of the Education Amendments (1972) go into effect, prohibiting discrimination on the basis of sex in school programs, activities, and hiring practices?
1976

Who was the first woman with her image on U.S. currence -- the Confederacy's $100 bill?
Lucy Petway Holcombe Pickens (1832-1899)

When no female students were allowed at Princeton, what woman was invited to teach nuclear physics there?
Chien Shiung Wu (1912-)

What woman served as a "conductor" on the Underground Railroad, freeing hundreds of Southern slaves and leading them to safety in the North?
Harriet Tubman (1820-1913)

Who was the author of Uncle Tom's Cabin, the book which sparked the Civil War?
Harriet Beecher Stowe (1811-1896)

Who called a conference in reaction to race riots, which lead to the founding of the National Association for the Advancement of Colored People (NAACP)?
Mary Ovington White

Who is revered for her contributions to Puerto Rican traditions, folklore, and feminist ideals?
Maria Cadilla de Martinez (1886-1951)

Which woman is credited with helping to free more than 2,000 Chinese women smuggled into San Francisco as slaves?
Donaldina Cameron (1869-1968)

Who pioneered in the field of industrial time and motion efficiency, using her theories at home to organize her twelve children?
Lillian Gilbreth (1878-1972)

From her additive-free home baked bread, which woman developed the major national bakery, Pepperidge Farm?
Margaret Fogarty Rudkin (1897-1967)

SUSAN B. ANTHONY AND ELIZABETH CADY STANTON

In the days before the Civil War, when Susan B. Anthony and Elizabeth Cady Stanton were children, little girls of their class were raised like hot-house geraniums. They should be shy and retiring, spend large amounts of time practicing stitchery, and vigorous physical exercise was not only unladylike, it was impossible. Their everyday dress included a stiff corset, drawers, petticoats, a high-necked dress with long sleeves, a tight bodice and a full, long skirt!

Although there are no pictures of Susan B. Anthony riding a bicycle with her skirts flying, she was not one to let fifteen pounds of petticoats interfere. Susan grew up in a Quaker abolitionist family where social issues were discussed a lot. She must have developed a sense of justice at a very early age. Her family recalled little Susan insisting that her mother keep the rent money from the property she had inherited rather than hand it over to her father. Hadn't she done all the work for which the rent was paid? She was also unhappy to learn from her mother's experience that when a woman married, her inherited property was put under the control of her husband. Didn't women have any rights? Susan loved her father, but she thought the laws that denied a married woman the right to the money she earned and to her own property were unjust.

At the age of 17 Susan went to work as a teacher. She expected to be paid $20 a week, but was offered $2.50. That salary was exactly half of the salary paid the previous teacher, who had been a man. True then, and true today, women were not getting equal pay for equal work. Although most of Susan's early reform energies went into anti-slavery and temperance work, it did not take Elizabeth Stanton long to convert Susan to the cause of women's rights. She had been active in female temperance and anti-slavery societies because women were not allowed by the men to participate in their own organizations. Susan remembered a Teachers Convention she attended where, although two-thirds of the members were women, teaching being a profession open to women, only men were allowed to address the convention. This was a common experience for women with a public life.

Elizabeth's father was a judge, and she grew up amidst sisters in a wealthy home in upstate New York. Her only brother died at a young age, and

nothing any of the girls did could ever make up to their father for the fact that he had no son. "I tried to comfort him by telling him I had joined a class of boys at the Academy to study Latin, mathematics and Greek. I jumped across all the ditches and fences, and longed to hear my father say, 'Well, a girl is as good as a boy, after all.' But he never did." Elizabeth developed a keen resentment of the inferiority attached to being a girl.

Elizabeth married Henry Stanton, an ardent abolitionist, and while they were honeymooning in Europe they attended the World Anti-Slavery Convention being held in London. Elizabeth and Lucretia Mott, founder of the Philadelphia Female Anti-Slavery Society and delegates to the Convention, were forced to sit in the galleries and were prohibited from participating in any of the proceedings. It was one thing for society at large to frown upon women participating in political activities; for the leading male radicals, those most concerned with social inequalities, to discriminate against women was quite another.

Refusing to keep to their "proper sphere," the home, Lucretia and Elizabeth determined it was for them to convene a meeting themselves, and began their planning.

On July 19, 1848, the first Women's Rights Convention was held in Seneca Falls, New York. It was attended by over 300 men and women who came from miles around. Elizabeth read the Declaration of Rights she had written. "We hold these truths to be self-evident: that all men and women are created equal..." The most controversial of all the resolutions, the right to vote, almost failed to be adopted by the people there. With the vigorous supporting speech of the great Black leader, Frederick Douglass, Elizabeth was able to secure enough votes to pass it. For most of the women at Seneca Falls, the vote seemed a remote concept, and not nearly as pressing as most of their demands: equal right to a free education, equal pay for equal work, freedom to enter all fields of endeavor, the right to own property and be guardians of their own children, the right to speak whenever and wherever they chose.

It was shortly after this that Susan B. Anthony and Elizabeth Cady Stanton met. They took an instant liking to each other. Combining their very different talents these two women worked together for over 50 years. Writing came naturally to Elizabeth. Susan, on the other hand, was a worker and organizer. Unmarried and free from domestic responsibilities, Susan could provide the drive and energy both women needed if they were to accomplish

their goals. Susan was included in the Stanton family life, which freed her from loneliness and freed her friend for work. And so it was Elizabeth who wrote the speeches, developing the rhetoric and philosophical arguments for the movement, and it was Susan who provided the facts and the statistics and traveled around the country delivering the speeches and doing the organizing. Susan traveled everywhere in all kinds of weather. On the most severe days of winter, with the temperature well below zero, the snowdrifts high, she would be out speaking, collecting signatures on a petition, urging change of one state law or another. She became so well known that girls who were tomboys were called "Susan B's." After her death, when the Constitution was finally amended to give women the vote, the 19th Amendment was called the "Anthony Amendment."

Copyright: *Berkeley Unified School District 1977*

STUDY QUESTIONS:

1. Which of the women's rights were the women attending the Seneca Falls Convention most concerned with?

2. Susan B. Anthony and many of the women who had been abolitionists saw a similarity between the slavery they had been fighting against and the situation of women. Can you name some of the similarities? What were the differences?

3. See what you can find out about the men who were active in both the abolitionist and women's rights movements. How did they participate? Consider Frederick Douglass, William Lloyd Garrison, Theodore Weld and James Mott.

JADE SNOW WONG

At the turn of the century, San Francisco's busy Chinatown seemed very much like old China in its customs and atmosphere. A small area with narrow streets, Chinatown was home to thousands of newly arrived Chinese, including the Wong family. A fifth daughter soon was born into this family - Jade Snow Wong.

Jade Snow Wong was to become a famous artist, pottery maker, and writer. Her personality and life reflected a harmonious blend of Eastern and Western customs and thought.

In her book, Fifth Chinese Daughter, Jade Snow Wong tells her story of growing up between the ideas of her family's old world, China, and those of their new world. She had to struggle to become, as she says, "a person as well as a female." When she was very young Jade Snow realized that, "she was a girl, and, like her younger sister, was unalterably less significant than any son in their family." Her father rejoiced at the birth of a son. "At last we have the happiness of another son to carry on the Wong name." According to custom when daughters married they left their families to serve the groom's parents. As Jade Snow observed at her sister's wedding, the bride was not wished happiness, the new in-laws were!

Jade Snow's family ran one of the many garment shops in Chinatown. These shops were places where women sewed clothes, working often from six or seven in the morning until late at night.

Since the shop was attached to their home, the Wongs' home life and work life were mixed. In the morning, Father opened the factory doors while Mother prepared a breakfast of rice, a green vegetable or soup and meat or fish. For the rest of the day Jade Snow's mother worked at a machine and her grandmother took care of the young children.

As she grew older Jade Snow played close to home. She played hide-and-seek around the high bundles of cloth with the children of the other workers or chatted with the women as they worked. Her only trips outside her block were made with her father. They used a bright red wheelbarrow to carry

materials to women who wanted to work in their own homes.

Jade Snow's childhood was full and busy in Chinatown. There was Chinese New Year with its week of cleaning house, making special foods, and visiting. There was fishing off piers on the Embarcadero waterfront, learning how to buy and correctly prepare food, playing games with Grandmother and listening to her stories from a world she called "back home in China." And, there was school. School took up much of Jade Snow's time because from age eight on she went to an extra school at night. This was Chinese school and here she learned Chinese poetry, geography and language. Jade Snow had to pay particular attention at this school because her father always had her repeat her lesson aloud to him after she got home.

Jade Snow was discouraged from doing physical activity. It was thought unbecoming for girls. Describing her first fight at school, Jade Snow wrote, "A girl hit me. Pain was mixed with confusion. Girls never hit other girls, only little boys were expected to be rough enough for fist fights."

As Jade Snow Wong came into contact with the world outside Chinatown her confusion grew. In school and later at work she had to deal with the conflict between her desire to be an individual and her parents' desire to train their daughter to be a proper, conforming Chinese woman.

Told by her family that there was only enough money to send the sons through college, Jade Snow worked many hours at poor-paying jobs to earn money to support herself. Jade Snow felt she needed to rebel saying, "Perhaps I don't want to marry just to raise sons! Perhaps I have a right to want more than sons!"

Jade Snow won a scholarship and went to Mills College. There, many important things happened to her. She began to work with clay. Through her pottery she learned to express herself in an art form that she loved; she also learned to express her feelings about her Chinese heritage, especially the art and beauty of fine handmade Chinese ceramics.

Jade Snow Wong eventually started her own pottery business in Chinatown. Once, one of her bosses had told her that as a woman she would never get a salary equal to a man's. So she opened her own shop wehre she would be her own boss. At first the people of Chinatown laughed at her for making pottery and working on her own. But she slowly gained recognition and earned their respect.

Jade Snow Wong had a strong belief in herself and a desire to do her best in everything. She did what she wanted to do with her life. Without her

struggle in childhood to find out who she was, she might never have become one of America's finest artists.

STUDY QUESTIONS

1. List several examples Jade Snow Wong gives to show how boy children were favored over girl children. Is this true in your family? In your friends' families? In your school? Do you see ways girl children are favored?

2. Why did Jade Snow fight so hard to be independent and to live her life the way she wanted? Was she right to fight her parents? Was it worth the struggle and pain? Explain your answer.

3. Do you think that an American girl growing up today faces any problems similar to those Jade Snow had many years ago? Explain your answer.

4. In what respects was the life of Jade Snow Wong, her mother and sisters, similar to and different from that of other Asian women who came to America in the early 20th century? Can you explain how Wong's book and her art would be of help in understanding this experience? Are there any ways the book is not helpful?

Copyright: *Berkeley Unified School District, 1977*

DOLORES HUERTA

Dolores Huerta is noted for her outstanding work with the United Farm Workers Organization. As vice-president of the union, she often works as much as eighteen hours a day. Besides working in her office in Delano, she also spends many hours speaking at farmworkers rallies, negotiating contracts with the growers, and traveling the length of the United States seeking support for striking farmworkers. Although Ms. Huerta works long hours, she is paid the same small salary as all other union workers.

Dolores Huerta was born in Stockton, California. Her father had come to California from New Mexico to find work and a better life for himself and his family. He worked as a farm laborer when Dolores was young and she had a good chance to see at an early age how difficult the life of a farmworker was. Her father would leave the house very early in the morning and often he would not return home until late at night. Her mother worked in a fruit canning plant, managing her money very carefully. She was able to buy a small hotel in Stockton, which she ran with the help of her children.

At times Dolores had to go to work in the fields herself to help her family. At the young age of 14, she picked cherries and tomatoes in the California fields. Dolores did not like the idea that the farm owners could get rich off the hard work of the Chicanos, while the Chicanos barely had enough money to stay alive. Remembering her years as a farm worker, Ms. Huerta explains, "I can remember picking tomatoes for 11 cents a lug. One day my husband and I together made $4, and there was just one old beer can for all of us workers to drink water out of."

Despite her hardships, Dolores was able to attend Stockton Junior College and University of the Pacific. She taught school for a year in Stockton, but decided that there was more she could do for her people. "I realized one day that as a teacher I couldn't do anything for the kids who came to school barefoot and hungry," she said. She began organizing for improved working and living conditions for all farmworkers.

It was in 1962 that Ms. Huerta was asked by United Farm Workers Organization leader, Cesar Chavez, to join him full-time in the struggle for farmworker's rights. This was a difficult decision for her. It meant packing up her seven children and moving to Delano, California, about 200 miles to the south. All day long Dolores travelled through the San Joaquin Valley talking to farmworkers about forming a union to improve their situations. At night, she worked as a secretary for the United Farm Workers Organization. Her life was very difficult, but she was proud to be able to help her people so effectively.

As with many social movements, the role of women like Ms. Huerta is extremely important. Speaking of women in the union, Ms. Huerta has said, "We couldn't have a union without the women. Their sacrifices have been invaluable. And the participation of women has helped keep the movement non-violent. It's necessary for most of the women to work in the fields. Imagine trying to keep a family together when you're a migrant worker - living in extreme poverty despite working eight to ten hours a day. Women in the fields get treated very badly." Dolores Huerta believes that women should speak up for they have a special point of view which comes from their roles as workers and mothers.

Dolores Huerta is an excellent organizer. She was one of the main organizers of the table grape boycott in 1965. Her work now takes her to all parts of the United States. She has earned national respect and admiration for her tireless efforts. Ms. Huerta has devoted her life to the cause of the farmworkers, and in the process has helped Mexican-Americans make their problems known.

QUESTIONS FOR DISCUSSION OR WRITTEN EXERCISE:

1. Imagine that you worked all day in the fields picking tomatoes? How much do you think you should be paid for your work? How much was Dolores paid?
2. Dolores Huerta was asked by Cesar Chavez to join the farmworker struggle in 1962. Why was it difficult for her to join him in Delano, California?
3. The story states that "women play an important role in social movements." Explain the reasons why Dolores Huerta feels women have a special point of view.
4. If you could meet Ms. Huerta, what are some questions about her life that you would ask her?

Adapted from: *Berkeley Unified School District materials*

MARY McLEOD BETHUNE

Knowing how to read? Mary McLeod couldn't think of anything she'd rather be able to do. And here she was, nine years old and actually beginning school. She was so excited that she almost ran the entire three miles to class!

From shortly after the July day that she was born in 1875, Mary's mother and father recognized her as being somehow different from their first fourteen children. She was their first child born after their family had been freed from slavery. Did freedom from the very beginning of her life mean that her future would somehow be special? It had seemed obvious to her parents that Mary would not always work on the family's cotton farm.

The first day in school Mary learned to write out her own name, and quickly memorized the whole alphabet. For the next six years she was able to go to that small church school, but after that her chance for more education looked very slim. Yet her good quick mind brought her another unusual chance: a scholarship for another six years at a seminary in North Carolina, one of many schools set up by white women especially for Southern Black students.

Mary's long hours studying led her on to Chicago, where her vision of education continued, not just for herself but for all of her people. She was determined to share her knowledge with as many Black children as possible, even if it meant she had to start her own school.

In 1904 Mary arrived in Daytona, Florida, with only $1.50 left in her purse. What did she use this money for? Rent on a two-story house by the railroad tracks and next to the city dump - her first school was about to open! She soon had six students, girls whose parents paid 50¢ a week for them to attend. Their pencils were made of charcoal. Elderberry juice served as ink. She found packing boxes in the dump that she cleaned and made into desks and chairs. Mary was twenty-nine years old and her dream was coming true.

In two years the school had 250 students and was very overcrowded. The dump nearby was soon bought with money Mary earned selling ice-cream and sweet potato pies. She and her students levelled the ground. Wealthy women listened to her plan and began to contribute to her project. Her students put on musical programs to raise money, and their families helped with the construction. In 1907 the classes moved out of their house and into the first completed school building on the new site.

This wasn't the end of the dream for Mary, though. Not at all! In the next few years she organized evening study groups for women, recreation projects and classes in the workers' camps nearby and activities for the school's young neighbors. In 1911 she even opened a hospital when one of her students was denied emergency treatment at the local hospital.

Since those times her school has grown into the Bethune-Cookman College and her hospital has become a teacher training laboratory.

In addition to her school and hospital, Mary McLeod Bethune founded the National Council of Negro Women, wrote weekly articles for two newspapers, served as advisor on Minority Affairs to President Franklin D. Roosevelt, and was an official consultant for the founding of the United Nations.

In 1954, when the U.S. Supreme Court handed down its decision outlawing segregation in public schools, Mary Bethune lept out of the chair on her front porch, shouting her joy. Her life-long goal of equal education for all citizens had been realized. She died the next year at the age of eighty.

DISCUSSION QUESTIONS:

1. Why was it hard for Mary to go to school?
2. Why did she start her own school?
3. Do similar obstacles exist for Black schoolchildren attending public schools?

MARIA TALLCHIEF

FIREBIRD OF THE OSAGE TRIBE

CAST OF CHARACTERS:

Narrator
Elizabeth Marie Tallchief (Betty Marie)
Marjorie Tallchief - sister
Gerald Tallchief - brother
Alexander Tallchief - father
Ruth Porter Tallchief - mother
Ernest Belcher - ballet teacher
High School teacher
Sergei Denham - director of dance company

ACT I

Narrator: Ki He Kah Stah means "the tall chiefs" in the Osage Indian language. Maria Tallchief, America's greatest ballerina was born on the Osage reservation in Oklahoma on January 24, 1925. Her parents were Alexander Tallchief, a full-blooded Osage Indian, and Ruth Porter Tallchief, who was Scottish and Irish. They named their first daughter Elizabeth Marie. She had an older brother named Gerald and a younger sister named Marjorie.

Ruth: Alexander, where have you and Gerald been today?

Alexander: I've been teaching Gerald to ride.

Ruth: That sounds find. I really wanted to talk to you about Betty Marie and Marjorie. I'd like them to study music and dancing.

Alexander: If that's what you want, go ahead. Are you sure it won't be too much for the girls? They're still almost babies.

Ruth: Well, I expect them to work hard at it. I know they can do it. Betty Marie can already pick out a tune on the piano and she's only 3 years old. Maybe she'll be a pianist when she grows up. Then she can play in concerts all over the world.

ACT II

Narrator: When Betty Marie was four years old, she began to take ballet lessons once a week. Her teacher saw that she was clever and hard working. She taught Betty Marie to jump and leap and spin. She even had her dance on the tips of her toes. When Betty was eight, Ruth and Alexander moved the family to Los Angeles where the girls would find better music and dance teachers. This is what happened on Betty Marie's first day with her new dance teacher, Ernest Belcher. (Betty Marie twirls and dances on her toes.)

Mr. Belcher (horrified): Betty Marie! Is this the way you've been trained to dance?

Betty Marie (frightened): Yes, sir.

Mr. Belcher: I'm surprised you haven't hurt your back or your feet. You're much too young to be doing this! If you really want to dance, you'll have to start all over from scratch again. No toe shoes, no fancy stuff and no performing.

Betty Marie (sad and disappointed): Oh, Mr. Belcher, I really do love to dance. I want to take ballet lessons from you, even if I do have to start from scratch. I'll work really hard.

Narrator: Betty Marie began working with Mr. Belcher. This time, she began with simple exercises and steps. Her mother thought dancing was wonderful, but she still dreamed of Betty Marie becoming a concert pianist. So Betty Marie worked hard at both. Every day, she practiced the piano for several hours and took a two-hour ballet class.

ACT III

Narrator: Betty Marie is now in high school.

High School teacher: All right class, we are going to do a writing assignment today. I want each of you to write about what you want to do when you grow up. Think about what you are good at and whether you'd want to do it for a long time. Does anyone have any ideas? Betty Marie?

Betty Marie: I'm not sure. I've been studying ballet and piano for a long time now. Sometimes I give piano recitals which I really enjoy. But I've also started studying ballet with Mme. Bronislava Nijinska, the great

Russian teacher. I know I won't be able to continue to do both much longer. But I just can't decide.

Teacher: That does sound like a hard choice, Betty Marie. I do know that whatever you decide on, you will succeed.

Narrator: Betty Marie was finally able to decide. Mme. Nijinska gave her a leading part in one of her ballets. Betty Marie felt so strong and free as she danced that she knew ballet was her choice. When Betty Marie finished high school, she went to New York to study with a ballet company. Ballet life was hard and she was often lonely and unhappy. But she worked hard. Then the director of the company, Sergei Denham, asked her to be a member of the company.

Mr. Denham: Betty Marie, you've really proven yourself, we'd be very proud if you would join our company.

Betty Marie: Thank you! I've worked very hard for this. It would be an honor for me.

Mr. Denham: You'll need a stage name. How about Maria? But Maria what?

Betty Marie: Let's make it Maria Tallchief. I'm an Osage Indian and I'm proud of my last name.

Mr. Denham: OK, Maria Tallchief. I'm sure the Osage tribe will be proud of you too.

Narrator: Maria Tallchief went on to dance with several companies. One of the ballets written for her was FIREBIRD. Maria danced the part of a beautiful wild bird with magic powers. This ballet showed that Maria Tallchief was one of the best ballerinas in the world.

Copyright: *Lily Shih*
Berkeley Unified
School District

ACTIVITIES

A. Present the Play

After class reading of the play, the students can choose parts, rehearse and present the play. Some classes might prefer to use puppets to represent the characters.

B. Make a Diorama

What you need:

1. Shoebox
2. Scraps of tagboard, colored construction paper and tissue paper
3. Pipe cleaners
4. Scissors
5. Glue
6. Pencil
7. Felt pens - optional

What to do:

1. Choose your favorite part of the play. Think about who is in it and what the stage should look like.
2. Use your materials to make the stage set. Be sure to put some people and things in the front part of the stage and some in the back part.
3. When you are finished, write a sentence about what is happening on your stage.

EMILY HORGAN - HER DIARY
(fictional)

February 3, 1836. A new life starting tomorrow. It's hard to leave the farm at 15 years old. Mother, Father, Sammy, Jennifer, and I have worked so hard together. I'm used to rising in the early dawn, feeding the animals, planting the garden in the spring, harvesting in the fall, and doing the chores that remain the same from season to season. It's a long, hard day, but it is the life of my family and I'll miss them. My talk with mother and father tonight has decided that I'll go to the textile mill at Lowell to earn money for our farm. They hire so many young women and it seems to be the only way to keep the bank from taking our farm. I've been told that at the mills there are huge machines that make yards and yards of material - enough in one day to make clothes for all of the people in the nearby village. Cotton that comes all the way from the South is made into fabric there. What will I do with those machines? The hours again will be from sunrise to sunset, but so different from here. My stomach is turning over wondering about it. And the boarding houses - I know that most of the mill girls in Lowell live there--that we'll eat together and sleep very close. As I look at my room I wonder what kind of change this will be. A town. A mill. Factory work. It starts tomorrow.

February 4, 1836. I went to the mill this morning. It's huge brick building five stories high. I could hear the loud monotonous banging of the machines before I walked in. I talked to the manager who sent me to the weaving room to work. It's the most simple but the lowest paying job. It looked easy when I watched the other girls work but seeing and working are different things. When I stood close to my weaving machine I felt afraid - there were so many wheels and spools and threads moving every way. The machine holds 12 spools of thread and I started by replacing them every time one was empty. But when I would try to fill the spools and then fix broken threads and then clean the dusty threads, everything would start jumping out and get tangled up in each other. I felt that the overseer, who watches to make sure that we always work, could not take his eyes off of every movement that I made. At the same time, I was shocked by the noise. I was never so hurried at home. Home and factory life don't agree. Now, at the end of my 14 hour day, I feel I should be used to it. What is getting used to a thing when I ache all over and am tired all through? The other workers say it will change.

I made a friend, Elizabeth, here in the boarding house. She has worked in the mill for one year and has such strong arms. She said she will tell me some stories about the factory but with 40 girls in a small house it is hard to talk to me and help me.

April 8, 1836. This is the first time I have felt like lifting my pen to write after work. Elizabeth said that the aching would stop one day and she was right. Each day gets a little shorter than the last and I feel that my work is easier and I can talk to the girls around me. Carolyn, who works next to me, said that I work as well as a weaver who has been there two years and it's only two months. Although the days seem shorter, there's still a tiresome monotony about them. Every morning the bells ring their call and every night it's the same long walk home. The overseer doesn't watch me so much now and we say hello every morning, but he is with the owners of the

mill so our friendship has not grown. When we all complain about the length of the day or wish for a higher salary it is only among the workers that we talk. I feel safe and that I have good friends when we can talk like this. It reminds me of sitting up late with mother. Tomorrow I'll send the family money for the first time. I hope as much as $1.00 from my $1.75 weekly pay. It will help them a lot.

May 15, 1836. Today was long and exciting. We were all waiting for our pay when the overseer announced that the owners of the mills have cut our wages 12%! They said it was because they are making less money from the sale of cloth we make. But why do they take the money from us? We know that the owners still live in big houses and own the boarding houses and banks we use. We must have our wages to eat and send money home. One of the workers, Alice Casey, tried to talk to the owners a year ago about higher wages. Today, when she complained about this wage cut she was fired. We were all watching her when she walked out. Suddenly, she waved her bonnet in the air as a signal for us -- and we followed. Eight hundred of us marched down the street singing aloud the song that before we had only whispered in private:

"Oh isn't it a pity that such a pretty girl as I
Should be sent to the factory to pine away and die?
Oh, I cannot be a slave,
I will not be a slave,
For I'm so fond of liberty
That I cannot be a slave."

Elizabeth, my brave and wonderful friend, stood up on a wagon and said we would not go back to the mills to work unless our old wages are given to us. We must join together so that none of us will go back unless they take us all as one. I cheered and I know that somehow we will win. We are going to have a meeting again tomorrow.

May 16, 1836. Today, 1200 more girls walked out of the mills against the pay cut. At our meeting we formed the "Factory Girls Association". We hope to keep the mills closed and force the owners to talk with us. We voted for officers. Alice Casey and Elizabeth were both elected. We've decided that the mill owners must talk to us through our officers. We've told them that we would rather die in the street than give in to the awful control and poverty that they are trying to put on our lives. A message was read at the meeting. It was from Seth Luther, a worker in Boston. He said that the male workers in the cities will support us so men and women can fight together for decent wages. If the owners can pay women and children low wages, then they will soon pay the men the same small wages.

When I got home from the meeting and march today, there was no dinner at our boarding house. I think the owners have told the housekeepers to stop feeding us. I don't like to take my savings for the farm to eat, but we must win and I see that it'll be hard. Elizabeth said tonight that I am as strong against the owners as I am working the looms. I'm so glad for our friendship and the power we all get from eachother. I wonder if mother and father have heard of the strike yet.

June 6, 1836. It's sad to know that this is the last time I'll write in my diary from Lowell. We are evicted from the boarding house and most of our savings gone. We must go home or back to the mill. We've spent the last three weeks with so many meetings and with so much hope. But the owners will not

talk to our officers. They threaten that all of our names will be sent to other mills so we will never be hired at another mill. There are so many people from other towns who need jobs so the owners can start the mills without us and still pay the new workers lower wages. I know that if the wages were cut again and there is another strike there will be even more people to join the new workers, until some day all the workers will be united. Only then will we earn the money we deserve.

Elizabeth is going to visit me on the farm. I can already smell the sweet crops in the fields. We'll have to work much harder without the money from my mill work.

Goodbye, Lowell. I won't miss the ache in my body from the mills, but I already miss the fight we almost won. I know that again and again in my memory I'll see the streets of houses built by our earnings, the church, the bank, the factories that we should own.

STUDY QUESTIONS:

1. Emily Horgan described her job at the factory as noisey, tiring and frightening. Why did she go there to work?

2. Did the mill owners pay the same wages to men as to women? Reread Emily's diary entry on May 16, 1836, and write the sentence that gives you the answer.

3. The mill owners knew that for most girls getting married was the only way out of factory life. What things did they do to try to break the strike?

Copyright: *1977*
Berkeley Unified School District

SUSAN B. ANTHONY

Artist: Barbara Hunt
Sacramento City Unified School District
Title IX Assistance Office

BLANK PAGE
DO NOT FILM

JADE SNOW WONG

Artist: Barbara Hunt
Sacramento City Unified School District
Title IX Assistance Office

DELORES HUERTA

BLANK PAGE
DO NOT RUN

Artist: Barbara Hunt
Sacramento City Unified School District
Title IX Assistance Office

47

HARRIET TUBMAN: THE "MOSES" OF HER PEOPLE

Harriet Tubman was born a slave in Maryland. When she was fifteen, an overseer threw an iron weight at her, causing a deep wound in her skull and periodic fainting spells that remained with her throughout her life. Though she married a free Black man, she remained a slave. When her master died in 1849 and it seemed that she would be sold to another person, she begged her husband to run away to the North with her. He refused, and she escaped by herself.

Harriet then resolved to help other slaves gain their freedom. She became a "conductor" on the Underground Railroad -- the secret route from the South to the free North. Staying in homes of friendly Quakers along the way, traveling by night, wading through swamps, and risking her life endlessly, Harriet Tubman made nineteen round trips in ten years. She was personally responsible for saving 300 slaves. The white South offered a reward of $40,000 for her capture. No one ever collected it.

During the Civil War she became an unofficial spy and scout for the Union Army. In June 1863, she led a band of Black soldiers up the Combahee River in South Carolina, burning plantations and freeing more than 800 slaves.

Harriet Tubman lived into her eighties. The U.S. Congress granted her a $20 monthly pension when whe was eighty, a belated tribute to a great woman.

from *Herstory*
by June Sochen

References:

Harriet Tubman and the Underground Railroad
McGraw-Hill films (Grades 7-12)

Harriet Tubman: Guide to Freedom
by Sam and Beryl Epstein
Garrard 1968 (Grades 3-6)

Harriet and the Promised Land
by Jacob Lawrence
Simon and Schuster, 1968 (Grades 2-5)

Harriet Tubman: Conductor on the Underground Railroad
by Ann Petry
Archway, 1971 (Grades 6-9)

The Negro Woman
Folkways records (Grades 7-12)

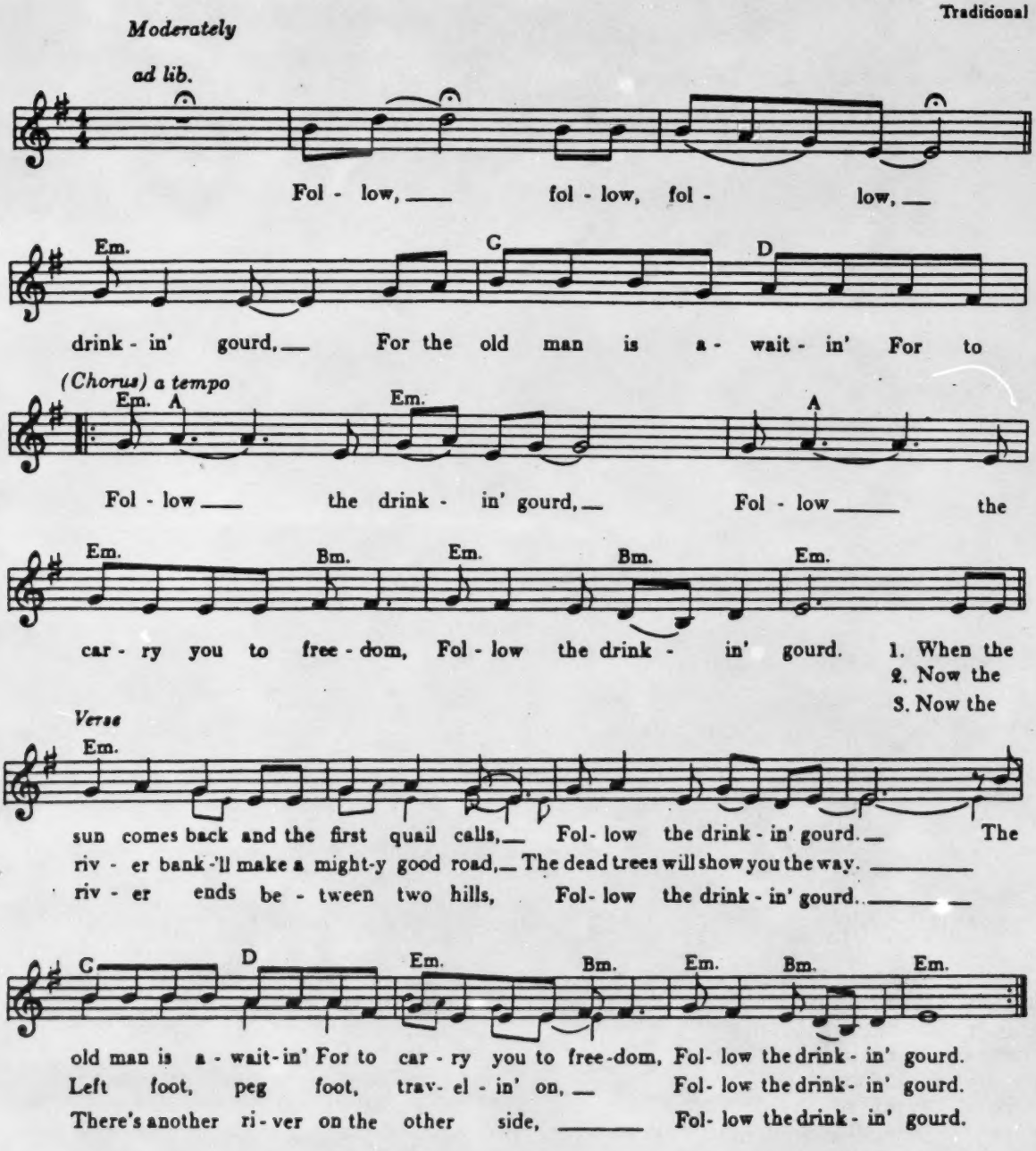
Black Heritage Series #2
from Imperial International Learning Corporation

TABS Poster #27
TABS, New York

Follow the Drinking Gourd

Many slaves escaped bondage along the Underground Railroad, a system of safe places to hide and people to give food and shelter on the way to the free states of the North and Canada. This song provided a map and timetable: Follow the Big Dipper, it points the way to the North -- and to freedom!

Traditional



SHE DID IT

WOMEN'S HISTORY WEEK SCRAMBLE PUZZLE

L O U I S A M A Y A L C O T T
A W O M E N S G I B I Q U I Z
U H I S T O R Y D I N U J L A
R O S A P A R K S R D I I R T
A B L E H O O K E D A K D W E
I E E L E E B O D D R A A U S
N L R F L J L N E R I L T S S
G V T R E U S F B X C I A A O
A A I A N L A L O L H C R C T
L L F N K I R O R N A E B A S
L O B C E E A R A F R P E J U
S C E E L T H E H A D A L A S
W K L S L T H N S Y S L L W E
I W L P E E A C A T M M F E T
L O E E R L L E M N A E O A T
D O B R Z O E S P U R R W O E
E D O K P W G A S O T A C P L
R C Y I D F E B O E H K M Y A
B O D N Z O O I N Q A T E F F
D Y I S F E X N Z R G O I Q L
S O J O U R N E R T R U T H E
B A B E Z A H A R I A S E E S
E W A S T E R N J M H A T S C
O F M A R Y C A S S A T T U H
A G J A N E A D D A M S S E E

CHECK YOUR SCHOOL & PUBLIC LIBRARIES FOR MORE INFORMATION ON THESE 21 FAMOUS WOMEN

Jane Addams (Social Reformer)
Louisa May Alcott (Author)
Belle Boyd (Confederate Spy)
Mary Cassatt (Artist)
Martha Graham (Dancer)
Sarah Hale (Magazine Editor)
Helen Keller (Handicapped Author/Humanitarian)
Susette La Flesche (Indian Rights)
Belva Lockwood (Women's Legal Rights/Attorney)
Juliette Low (Girl Scouts)
Alice Palmer (College President)
Rosa Parks (Civil Rights)
Frances Perkins (Secretary of Labor)
Linda Richards (Nurse)
Florence Sabin (Medical Research)
Sacajawea (Indian Interpreter)
Deborah Sampson (Revolutionary Soldier)
Ida Tarbell (Journalist)
Sojourner Truth (Abolitionist)
Laura Ingalls Wilder (Author)
Babe Zaharias (Athlete)

Prepared by Gail Sage
Sonoma County Library

WOMEN'S HISTORY WEEK

In honor of Women's History Week, the Sonoma County Library would like you to test your knowledge of famous women in American history. Each woman listed below refused to lead a quiet, ladylike life. Each is part of an interesting, exciting story. If you would like to know more about these people, we have listed biographies of them on the back of this page. (HINT: In case you can't identify the women right away, we have put a list of their names on the bottom of this page, but they are not in the right order.)

_____ was the first woman in the United States to graduate from medical school. Because she was not allowed to practice in any hospitals, she set up her own New York Infirmary for Woman and Children in 1868.

_____, a leader in the Suffrage Movement and a close friend of Elizabeth Cady Stanton, was jailed in 1872 for voting in a presidential election. Woman were not given the right to vote in the entire country until 1920.

_____ learned to love astronomy from her father, and discovered a comet, which was named after her. She was the first woman elected to the American Academy of Arts and Sciences.

_____ was one of the first people to warn of the need for biological, not chemical, pest control. Her famous book about pollution is Silent Spring.

_____ could outshoot anyone, male or female, and worked for Buffalo Bill's Wild West Show. For 35 years she could hit 100 out of 100 in trap shooting.

_____ founded 32 state mental hospitals, and worked all her life for better treatment of the mentally ill. She also campaigned for better conditions in prison.

_____ was a Cherokee chief who fought against America's attempts to seize Indian lands. She taught dairy farming to her people.

_____, a former beauty operator, became the first woman to break the sound barrier in 1953.

_____ and Elizabeth Cady Stanton, angry because women were not allowed to participate in an anti-slavery meeting, organized the Seneca Falls Women's Rights Convention.

_____ made 19 trips into the South to lead slaves to freedom, although there was a reward of $40,000 on her head. She died at the age of 93.

Maria Mitchell
Annie Oakley
Harriet Tubman
Lucretia Mott
Elizabeth Blackwell
Rachel Carson
Jacqueline Cochran
Nancy Ward
Susan B. Anthony
Dorothea Dix

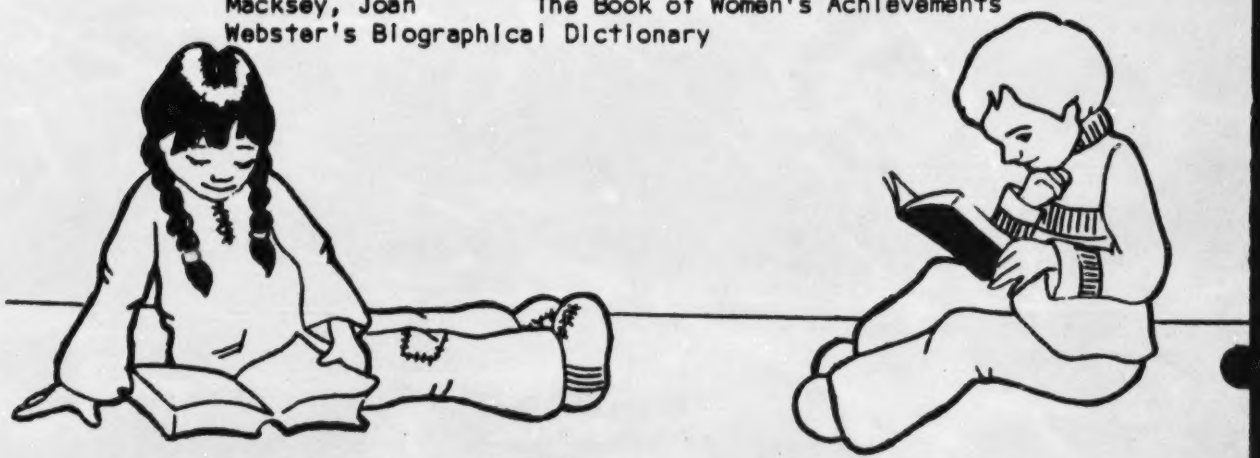
EXAMPLE OF LIBRARY BIBLIOGRAPHI

Some books about these people are listed below. There are many more about these and other women, famous and not-so-famous, waiting for you at your library.

SUSAN B. ANTHONY		
J 920	Boynick, David	Pioneers in Petticoats
J B	Bryan, Florence Horn	Susan B. Anthony, Champion of Women's Rights
J B	Noble, Iris	Susan B. Anthony
ELIZABETH BLACKWELL		
J B	Baker, Rachel	The First Woman Doctor
J B	Clapp, Patricia	Dr. Elizabeth
J 926	Lutzker, Edythe	Women Gain a Place in Medicine
RACHEL CARSON		
J B	Latham, Jean Lee	Rachel Carson, Who Loved the Sea
J B	Sterling, Philip	Sea and Earth
JACQUELINE COCHRAN		
J B	Fisher, Marguerita O.	Jacqueline Cochran, First Lady of Flight
J 920.72	Wayne, Bennett	Four Women of Courage
DOROTHEA DIX		
J B	Baker, Rachel	Angel of Mercy
J 920	Daugherty, Sonia	Ten Brave Women
MARIA MITCHELL		
J B	Baker, Rachel	America's First Woman Astronomer
J 920	Gersh, Harry	Women Who Made America Great
LUCRETIA MOTT		
J B	Faber, Doris	Lucretia Mott, Foe of Slavery
J B	Sterling, Dorothy	Lucretia Mott: Gentle Warrior
ANNIE OAKLEY		
J B	Garst, Shannon	Annie Oakley

In addition to biographies, there are some reference books which contain fascinating information about women and their history. These books must be read in the library, they may not be checked out. Your librarian will be glad to help you find them. Browse through one the next time you visit your library.

Guiness Book of World Records
Kane, Joseph — Famous First Facts
Kulkin, Mary-Ellen — Her Story
Macksey, Joan — The Book of Women's Achievements
Webster's Biographical Dictionary



Elementary Level Books

Four Women of Courage — Garrard — 1975
AUTHOR Bennett, Wayne (ed) (Grades 03-07)
Stories of four women who reached their goals despite overwhelming obstacles: Dorothea Dix Helen Keller, Linda Richards, Jacqueline Cochran.

Women Who Dared to be Different — Garrard — 1973
AUTHOR Bennett, Wayne (Grades 02-05)
Simply written sketches of women including Nellie Bly, Annie Oakley, Maria Mitchell, Amelia Earhart.

New Women in Medicine — Creatve Ed S — 1976
AUTHOR Bowman, Kathleen (Grades 06-12)
Brief biographies of women in medical fields: Elizabeth Kubler-Ross, Kathryn Nichol, Anna Ellington, Estelle Ramey, Mary Louise Robbins, Margaret Hewitt, Mary Calderone. Photos.

New Women in Politics — Creatve Ed S — 1976
AUTHOR Bowman, Kathleen (Grades 06-12)
Brief biographies of eight humanists: Patsy Mink, Bess Myerson, Dolores Huerta, Yvonne Brathwaite Burke, Elizabeth Holtzman, Barbara Jordan, Ella Grasso.

She Wanted to Read: The Story of Mary McLeod Bethune — Abingdon — 1966
AUTHOR Carruty, Ella Kaiser (Grades 04-07)
Biography of the black woman who grew up on a cotton plantation and became a world-famous educator and civic leader.

Jane Godall — Putnam — 1976
AUTHOR Coerr, Eleanor (Grades 02-04)
Her childhood love of wildlife led her into the African bush to study chimpanzees, and into later becoming a world-famous ethologist.

Amelia Earhart — Putnam — 1972
AUTHOR Davis, Burke (Grades 03-05)
Biography of the courageous pioneer aviator and feminist.

Harriet Tubman: Guide to Freedom — Garrard — 1968
AUTHOR Epstein, Sam and Beryl (Grades 03-06)
The frightening circumstances of the Underground Railroad, the slave escape route to the north, are well described for young readers. Well illustrated.

She Never Looked Back: Margaret Mead in Samoa — Coward — 1980
AUTHOR Epstein, Sam and Beryl (Grades 04-06)
The focus here is on Mead's study of Samoan youth in the 1920's.

Bella Abzug — Lothrop — 1976
AUTHOR Faber, Doris (Grades 03-06)
Informal biography of the Representative from New York, from her college activist days through her work for peace, civil rights, and women's rights.

Lucretia Mott — Garrard — 1974
AUTHOR Faber, Doris (Grades 02-05)
Mott was an ardent abolitionist and crusader for women's rights.

Nancy Ward, Cherokee — Dodd, Mead — 1975
AUTHOR Felton, Harold (Grades 02-05)
Biography of a Ghigan (Beloved Woman) whose voice was heard in important tribal council de decisions. Respected leader in peace-keeping with white settlers during the Revolutionary War period. Told from a white perspective.

Jane Fonda: Something to Fight For — Dillon — 1980
AUTHOR Fox, Mary Virginia (Grades 03-09)
The award winning actress who's been active in the antiwar movement, recent protests against nuclear power, and for expanded citizen participation in political decisions.

Janet Guthrie: Foot to the Floor — Dillon — 1981
AUTHOR Fox, Mary Virginia (Grades 03-09)
Traces the auto racing career of the first woman to complete the Indianapolis 500 (1978).

Eleanor Roosevelt — Crowell — 1970
AUTHOR Goodsell, Jane (Grades 02-04)
Concentrates on her transformation from "ugly duckling" to renowned world figure.

Mary McLeod Bethune — Crowell — 1977
AUTHOR Greenfield, Eloise (Grades 02-04)
The only one of seventeen children in her family to go to school, she became a world-famous educator and advisor to President F.D.Roosevelt.

Maria Tallchief — Dillon — 1973
AUTHOR Gridley, Marion E. (Grades 05-12)
Biography of the Osage Indian girl who became a world-renowned prima ballerina. Photos.

Phoebe the Spy — Scholastic Book Servic — 1977
AUTHOR Griffin, Judith Berry (Grades 03-05)
Historically accurate story of a young, free black girl's experience helping save George Washington's life in 1776, and of her dream of freedom for the slaves.

Farewell to Manzanar — Bantam — 1974
AUTHOR Houston, Jeanne Wakatsuki (Grades 06-12)
True story of a young girl's 3-year imprisonment in an internment camp during World War II At age of 30 she looks back on her experience and its consequences for her family's life.

An Album of Women in American History — Franklin Watts — 1972
AUTHOR Ingraham, Claire and Leonard (Grades 06-12)
Survey of notable women from colonial to present time, introducing hundreds of women through brief biographies and numerous pictures.

Mother, Aunt Susan and Me — Coward — 1979
AUTHOR Jacobs, William J. (Grades 03-05)
Life with Elizabeth Cady Stanton and Susan B. Anthony.

Wonder Women of Sports — Random House — 1981
AUTHOR Jones, Betty Millsaps (Grades 02-05)
Interesting collection of biographies about twelve outstanding sportswomen in as many fields. Well illustrated.

Fannie Lou Hamer — Crowell — 1972
AUTHOR Jordan, June (Grades 02-05)
The gallant black woman who worked for voter registration in Mississippi in the 1960s and helped found the Freedom Farm Cooperative.

Jane Addams — Crowell — 1971
AUTHOR Keller, Gail (Grades 01-04)
The pioneer social worker whose dedication to world peace earned her the Nobel Peace Prize in 1931.

Harriet and the Promised Land — Simon and Schuster — 1968
AUTHOR Lawrence, Jacob (Grades 02-05)
The story of Harriet Tubman, a leader on the Underground Railroad which led slaves to freedom in the North. Told in free verse with stylized illustrations.

Nellie Bly: First Woman of the News — Contemp. Perspectives — 1978
AUTHOR Lisker, Tom (Grades 04-07)
One of the first women reporters, whose investigations and trip around the world in less than 80 days made her an international celebrity. Lively style, illustrations.

Liliuokalani, Queen of Hawaii — Garrard — 1975
AUTHOR Malone, Mary (Grades 04-06)
A most unusual woman, Liliuokalani was the last reigning monarch of Hawaii.

Shark Lady: True Adventures of Eugenie Clark — Four Winds P — 1978
AUTHOR McGovern, Ann (Grades 03-06)
The icthyologist whose interest in fish began at the age of nine.

Don't Ride the Bus on Monday: The Rosa Parks Story — Prentice-Hall — 1973
AUTHOR Meriwether, Louise (Grades 02-05)
Dramatic and sympathetic account of the Montgomery bus boycott and its catalyst, Rosa Parks.

We, The American Women — SRA — 1977
AUTHOR Millstein, Beth and Jeanne Bodin (Grades 06-12)
From colonization through the present, each section explains the general legal and social status of women in that period, discusses the contributions of various outstanding women, and analyzes the roles played by the "average woman" as a force in maintaining society

Women of Courage — Random House — 1964
AUTHOR Nathan, Dorothy (Grades 06-09)
Five well-written biographies, each describing the social conditions during the woman's life: Susan B. Anthony, Jane Addams, Mary McLeod Bethune, Amelia Earhart, Margaret Mead.

Island of the Blue Dolphin — Dell — 1978
AUTHOR O'Dell, Scott (Grades 04-08)
Story based on the life of Karana, an Indian girl left behind on an island as her people leave for the California mainland. She survived alone from 1835-53. Unusual and moving.

Janet Guthrie: First Woman at Indy — Harvey House — 1979
AUTHOR Olney, Ross R. (Grades 04-09)
The incredible career of the professional race car driver.

Her Name Was Sojourner Truth — Avon — 1976
AUTHOR Pauli, Hertha (Grades 06-09)
The life of the black abolitionist crusader and fighter for women's rights.

Abigail Adams: "Dear Friend" — Garrard — 1967
AUTHOR Peterson, Helen Stone (Grades 03-07)
Biography of the woman whose letters to her husband during the Revolutionary War paint an accurate picture of life in the new nation.

Susan B. Anthony: Pioneer in Women's Rights — Garrard — 1971
AUTHOR Peterson, Helen Stone (Grades 03-06)
Informative, interesting biography of one of the foremost crusaders for women's rights in the 1800s.

Nancy Lopez: Wonder Woman of Golf — Childrens Press — 1979
AUTHOR Robison, Nancy (Grades 05-08)
Well illustrated biography about a dedicated Mexican-American athlete.

Ikwa of the Temple Mounds — Univ. of Alabama Press — 1974
AUTHOR Searcy, Margaret Zehmer (Grades 03-06)
Sensitive portrayal of the fear, courage and strength of an Indian girl as she struggles to become a young woman. Based on the culture of the Temple Mound Indians (Mississippi).

Sacagawea: The Story of an American Indian — Dillon — 1977
AUTHOR Skold, Betty Westrom (Grades 05-12)
Story of the Shoshoni woman who acted as guide and interpreter to the Lewis and Clark Expedition. Good glimpses of several tribes' ways of life.

By George, Bloomers! — Coward — 1976

AUTHOR St. George, Judith (Grades 01-03)

Fictional account demonstrating the travail of long skirts and the benefits of the Bloomer costume.

Sacajawea — Putnam — 1967

AUTHOR Voight, Virginia (Grades 01-03)

Tale of the Shoshone woman who guided Lewis and Clark to the Pacific.

Women with a Cause — Garrard — 1975

AUTHOR Wayne, Bennett (ed.) (Grades 05-08)

Short biographies of Anne Hutchinson, Lucretia Mott, Susan B. Anthony, and Eleanor Roosevelt.

The Backyard History Book — Little, Brown — 1975

AUTHOR Weitzman, David (Grades 01-08)

Excellent introduction to family and community history. Action packed projects, immediately useable in elementary and secondary classroom situations.

Secondary Level Books

Contributions of Women: Labor — Dillon — 1979
AUTHOR Biddle, Marcia McKenna (Grades 07-12)
Mother (Mary Harris) Jones, Mary Henton Vorse, Frances Perkins, Addie Wyatt, Dolores Huerta - biographies of these women leaders in the labor movement.

Enterprising Women — W.W. Norton — 1976
AUTHOR Bird, Caroline (Grades 09-12)
From Mary Goddard's printing of the Declaration of Independence through the 1970s, the work of women in business and professions. Many brief biog.; good references; interesting.

New Women in Medicine — Creatve Ed S — 1976
AUTHOR Bowman, Kathleen (Grades 06-12)
Brief biographies of women in medical fields: Elizabeth Kubler-Ross, Kathryn Nichol, Anna Ellington, Estelle Ramey, Mary Louise Robbins, Margaret Hewitt, Mary Calderone. Photos.

New Women in Politics — Creatve Ed S — 1976
AUTHOR Bowman, Kathleen (Grades 06-12)
Brief biographies of eight humanists: Patsy Mink, Bess Myerson, Dolores Huerta, Yvonne Brathwaite Burke, Elizabeth Holtzman, Barbara Jordan, Ella Grasso.

Contributions of Women: Social Reform — Dillon — 1977
AUTHOR Brin, Ruth (Grades 07-12)
Biographies of American women whose social reform efforts had positive benefits: Harriet Tubman, Margaret Sanger, Eleanor Roosevelt, Frances Willard, Jane Addams, Florence Kelley.

Contributions of Women: Education — Dillon — 1975
AUTHOR Burgess, Mary (Grades 07-12)
These six women made a positive impact on U.S. society: Emma Hart Willard, Mary Lyon, Martha Berry, Patty Smith Hill, Florence Sabin, Mary McLeod Bethune.

Moving the Mountain: Women Working for Social Change — Feminist Press — 1980
AUTHOR Cantarow, Ellen, Susan (Grades 09-12)
The lives of three remarkable activists: Florence Luscomb, Ella Baker, Jessie Lopez De La Cruz. These oral histories speak eloquently of their lives & work. Teachers Guide avail.

She Wanted to Read: The Story of Mary McLeod Bethune — Abingdon — 1966
AUTHOR Carruty, Ella Kaiser (Grades 04-07)
Biography of the black woman who grew up on a cotton plantation and became a world-famous educator and civic leader.

I'm Deborah Sampson: A Soldier in the War of the Revolution — Lothrop — 1977
AUTHOR Clapp, Patricia (Grades 05-08)
First-person retelling of the amazing woman who served in the Continental Army disguised as a man.

The Quilters: Women and Domestic Art — Anchor — 1978
AUTHOR Cooper, Patricia and Buford, Norma (Grades 09-12)
Masterful record of the art and lives of women quilters in the Southwest. Relationship of quilting to the quilters' lives is explored. Outstanding.

For the Fun of It — Academy Press — 1977
AUTHOR Earhart, Amelia (Grades 09-12)
Her life from her own perspective, from childhood through her solo flight across the Atlantic.

Las Mujeres: Conversations from a Hispanic Community — Feminist Press — 1980
AUTHOR Elsasser, Nan (Grades 09-12)
Oral history of four generations of New Mexico Hispanic women. Themes:cultural preservation, changing family relations, ambitions for education and jobs, discrimination.

Daisy Hooee Nampeyo — Dillon — 1977
AUTHOR Fowler, Carol (Grades 05-12)
Biography of the Hopi Indian artist famous for her pottery, sculpture, and jewelry. Several photos.

Women of the West — Les Femmes — 1976
AUTHOR Gray, Dorothy (Grades 09-12)
Includes a feeling of what the Western experience of the European settlers was like for those women already there. Individual and group biographies, photos.

Maria Tallchief — Dillon — 1973
AUTHOR Gridley, Marion E. (Grades 05-12)
Biography of the Osage Indian girl who became a world-renowned prima ballerina. Photos.

The Ladies of Seneca Falls — Macmillan — 1974
AUTHOR Gurko, Miriam (Grades 09-12)
The women who organized the first women's rights convention, at Seneca Falls, NY, their predecessors and contemporaries, and the extraordinary movement they began in the 1840s.

As I Saw It: Women Who Lived the American Adventure — Dial — 1978
AUTHOR Hoople, Cheryl G. (Grades 08-12)
Exerpts from the diaries, letters, and journals of women provide glimpses of events and social conditions from 1600-1900, coast to coast.

Farewell to Manzanar — Bantam — 1974
AUTHOR Houston, Jeanne Wakatsuki (Grades 06-12)
True story of a young girl's 3-year imprisonment in an internment camp during World War II. At age of 30 she looks back on her experience and its consequences for her family's life.

An Album of Women in American History — Franklin Watts — 1972
AUTHOR Ingraham, Claire and Leonard (Grades 06-12)
Survey of notable women from colonial to present time, introducing hundreds of women through brief biographies and numerous pictures.

Hillbilly Women — Avon — 1973
AUTHOR Kahn, Kathy (Grades 08-12)
Interviews with mountain women who candidly relate pride in their heritage and their experiences as children, labor organizers, as wives and widows, as mothers and workers.

Sarah Winnemucca — Dillon Press — 1981
AUTHOR Kloss, Doris (Grades 05-12)
The life of the influential Paiute woman who rescued several hundred of her people held captive during the Bannock War. Lobbied hard for legislative justice in the early 1800s.

Jewish Grandmothers — Beacon — 1976
AUTHOR Kramer, Sydelle, and Jenny Masvi (Grades 08-12)
Oral histories of ten Jewish women who immigrated to the US in the early 1900s. Especially good for teacher background for elementary grades.

Hidden Heroines: Women in American History — Messner — 1975
AUTHOR Landau, Elaine (Grades 07-12)
Excellent photos, fine discussion of the role of women in the US as they helped build the colonies, establish communities and defend the nation, then struggled to possess the fundamental rights of citizens.

Black Women in White America: A Documentary History — Vintage — 1973
AUTHOR Lerner, Gerda (ed) (Grades 09-12)
Through letters, journals, and other first-person documents, the strength, pride and sense of community of black women throughout US history emerges clearly. Imminently useable, in part as well as en toto.

Women of the West — Franklin Watts — 1973
AUTHOR Levenson, Dorothy (Grades 06-10)
Interesting examination of the role played by women on the frontier in a variety of careers, from cowpoke to teacher, saloonkeeper to governor. Multi-cultural.

Mountain Wolf Woman, Sister of Crashing Thunder — Univ. of Michigan — 1974
AUTHOR Lurie, Nancy O. (Grades 07-12)
Autobiography of a Winnebago Indian woman follows her through the slow process of acculturation. 83 pages of chronological text, sizeable appendix.

Thousand Pieces of Gold — Design Enterprises — 1981
AUTHOR McCunn, Ruthanne Lum (Grades 09-12)
Later known as Polly Bemis, Lalu Nathoy was born in China and sold into prostitution in the US. She eventually earned her freedom. Excellent.

Guiness Book of Women's Sports Records — Sterling — 1979
AUTHOR McWhirter, Norris (Grades 05-12)
Records of the finest womens' athletic perfomances in over three dozen sports, the superstars and the lesser known champions. Narratives, statistics and photos abound!

Blackberry Winter: My Earlier Years — William Morrow — 1972
AUTHOR Mead, Margaret (Grades 09-12)
Autobiography of her family, early influences, and the years spend on field location at various places in the Pacific. High adventure, free of social conventions.

We, The American Women — SRA — 1977
AUTHOR Millstein, Beth and Jeanne Bodin (Grades 06-12)
From colonization through the present, each section explains the general legal and social status of women in that period, discusses the contributions of various outstanding women, and analyzes the roles played by the "average woman" as a force in maintaining society.

Women of Courage — Random House — 1964
AUTHOR Nathan, Dorothy (Grades 06-09)
Five well-written biographies, each describing the social conditions during the woman's life: Susan B. Anthony, Jane Addams, Mary McLeod Bethune, Amelia Earhart, Margaret Mead.

Daughters of the Earth — Collier — 1977
AUTHOR Neithamer, Carolyn (Grades 09-12)
Chronology of multi-ethnic Native American women's lives, discussing the fundamental aspects of daily life in great detail. Brief sections. Resource for teachers of younger students, also.

Sojourner Truth — Harper and Row — 1974
AUTHOR Ortiz, Victoria (Grades [illegible]-12)
A freed slave, Sojourner Truth camapigned vigorously for abolition and for women's rights.

Harriet Tubman: Conductor on the Underground Railroad — Archway — 1971
AUTHOR Petry, Ann (Grades 06-09)
Dramatic biography of her daring life conducting slaves north to their freedom.

Lorraine Hansberry — Childrens Pr — 1978
AUTHOR Scheader, Catherine (Grades 05-12)
Brief biography of the tragically short life of this brilliant black writer, artist, and social activist.

A Woman Against Slavery: The Story of Harriet Beecher Stowe — Crowell — 1978
AUTHOR Scott, John A. (Grades 06-09)
Well documented account of the life of the abolitionist, writer and feminist, whose work contributed directly to the beginning of the Civil War.

Women of the West — Addison/Wesley — 1980
AUTHOR Sheafer, Silvia Ann (Grades 05-12)
Ten sketches of western women (mostly white) of the 1800s: Lotta Crabtree, Charlie Parkhurst, Elanor Dumont, Lola Montez, Rosita Felix de Murietta, Dorina Prennan, Emma Wixom, Cassie Hill, Eleanor Webber, Donaldina Cameron.

Notable American Women — Belknap Pres — 1980
AUTHOR Sicherman, Barbara, Darl Green (eds) (Grades 09-12)
Biographical dictionary describing the lives and work of 1359 women in the context of the social period of each. Outstanding reference, lively style.

Sacagawea: The Story of an American Indian — Dillon — 1977
AUTHOR Skold, Betty Westrom (Grades 05-12)
Story of the Shoshoni woman who acted as guide and interpreter to the Lewis and Clark Expedition. Good glimpses of several tribes' ways of life.

Herstory: A Record of the American Woman's Past — Alfred — 1981
AUTHOR Sochen, June (Grades 10-12)
Focusing on the ideology held conceerning women, children, blacks, Native Americans and foreigners contrasted with the realities of their lives, the book deals with large groups as well as individual women from all periods.

Nisei Daughter — Univ. of Washington Pr — 1979
AUTHOR Sone, Monica (Grades 09-12)
A Japanese American woman tells how it was to grow up in the 1920s and '30s on Seattle's waterfront, and to be subjected to relocation during World War II.

Black Foremothers: Three Lives — Feminist Press — 1979
AUTHOR Sterling, Dorothy (Grades 09-12)
Three biographies told in the context of the woman's historic time. Ellen Craft, runaway slave and abolitionist. Ida B. Wells, suffragist and civil rights activist. Mary Church Terrell, suffragist and civil rights activist (1826-1954). Teacher's Guide available.

Indian Women of the Western Morning: Their Life in Early America — Anchor — 1976
AUTHOR Terrell, Donna and John (Grades 09-12)
Excellent background information divided into sections on the important areas of Native American women's lives.

Jubilee — Bantam Books — 1967
AUTHOR Walker, Margaret (Grades 07-10)
Novel based on the life of the author's great-grandmother in the Old South during the Civil War. Her independent spirit triumphed over the degrading bondage of her life.

Women with a Cause — Garrard — 1975
AUTHOR Wayne, Bennett (ed.) (Grades 05-08)
Short biographies of Anne Hutchinson, Lucretia Mott, Susan B. Anthony, and Eleanor Roosevelt.

Turning the World Upside Down — Sandlapper — 1972
AUTHOR Willimon, William and Patricia (Grades 06-10)
The stories of Sarah and Angelina Grimke, southern plantation women who became leading abolitionists.

Fifth Chinese Daughter — Harper and Row — 1945
AUTHOR Wong, Jade Snow (Grades 06-12)
Fascinating story of Jade Snow Wong's childhood in San Francisco's Chinatown during the Depression. The rich cultural heritage of Chinese Americans and a warm portrait of a young woman's relationship to her family as she matures are vividly portrayed.

Mujeres de la Raza — B.A.B.E.L., Inc. — 1975
AUTHOR (Grades 08-12)
Hispanic women chosen to illustrate the wide range of contributions of women in the Raza movement toward equality. In Spanish and English. A drawing of each woman is included.

The 10 Sex Desegregation Assistance Centers serve the states listed in each service area. Contact them for help in planning your National Women's History Week programs. They might be able to supply films, books, posters, speakers, or other resources.

Region #1 ME,NH,VT,MA, CT,RI
Ms. Martha O'Reilly Keener, Director SDAC
New England Equal Education Center
University of Hartford, 121 Sigouney St.
Hartford, CT 06105 (203) 522-7166

Region #2 NY,NY,PR,VI
Dr. Effie Bynum, Director SDAC
Teachers College, Columbia University
Institute for Urban and Minority Education
525 West 120 St., N.Y., NY 10027 (212)678-3350

Region #3 PA,E,MD,VA,WV,DC
Dr. David Sadker, Director SDAC
American University,
Foxhill Square Bldg., Suite 224
3301 New Mexicco Ave. NW
Washington DC, 20016 (202) 686-2194

Region #4 NC,SC,GA,FL,AL,MS,KY,TN
Dr. Rita Bornstein, Driector SDAC
University of Miami, School of Education
P.O. Box 248065, Coralgables, FL 33124
(305) 284-3213

Region #5 OH,IN,IL,MI,WI,MN,
Dr. Frank Aquila, Director SDAC
Indiania University, School of Education
3951 Meridian, Indianapolis, IN 46208
(317) 264-2921 or 1-800 428-2166

Region #6 TX,LA,OK,AR,NM
Dr. Bennat Mullen, Director SDAC
Stephen F. Austin State University
Box 3010 A, SFA Station
Nacogdoches, TX, 75962 (713)569-5307

Region #7 IA,NB,KS,MO
Dr. Charles Rankin, Director SDAC
SDAC Midwest
Kansas State University, College of
Education, Dept. of Administration
and Foundations, Holton Hall
Manhattan, KS 66505 (913)532-5541

Region #8 ND,SD,MT,CO,WY,UT
Mr. Richard Thomas, Director SDAC
Weber College
1101 Ogden UT 84408 (801) 399-6635

Region #9 CA,NV,AZ,HI,GU, Trust Territories, American Samoa, Commonwealth of the Northern Marina Islands
Dr. Barbara Peterson, Director SDAC
Library Bldg. Room 283
Cal State Fullerton
Fullerton, CA 92634
(714) 773-3141 or (714) 773-3811

Region #10 OR,WA,ID,AK
Ms. Catherine Scotten, Director SDAC
Portland State University
P.O. Box 751
Portland, Oregon, 97207
(503) 229-4628

* Some centers have changed locations for 1982/83. Your letter will be forwarded to the new address.

These Title IV CRA funded State Education Agencies might be able to help you with your plans for National Women's History Week by supplying films, books, speakers, or other resources.

ALABAMA	C.L. Baker	(205) 832-5465
CALIFORNIA	Barb Landers	(916) 322-7388
COLORADO	Jay Goins	(303) 866-2168
CONNECTICUT	Eve Hendricks	(203) 566-5839
DELAWARE	Barbara Philbin	(301) 736-4885
FLORIDA	Nancy Benda	(904) 488-6217
GEORGIA	Peyton Williams	(404) 656-2402
HAWAII	Tom Yamashita	(808) 548-6451
IDAHO	Karen Underwood	(208) 334-2113
ILLINOIS	Ms. Wofford	(312) 793-3226
INDIANA	Joan Murray	(317) 927-0155
IOWA	Bill Bean	(515) 281-3848
MAINE	Jane Riley	(207) 289-2796
MARYLAND	Ann Irvine	(301) 659-2236
MASSACHUSETTS	Charles Glenn	(617) 727-5880
MICHIGAN	Jo Jacobs	(517) 373-3497
MINNESOTA	Gregory Waddick	(612) 296-5061
MISSISSIPPI	Jean Goodsen	(601) 354-7204
MONTANA	Judith Johnson	(406) 449-3693
NEBRASKA	Jack Baillie/Peggy Weeks	(402) 471-2476
NEW HAMPSHIRE	Neal Andrew	(603) 271-3145
NEW JERSEY	Diego Castenanos	(609) 984-5987
NEW YORK	Leroy Ramsey	(518) 474-3934
NORTH DAKOTA	Jim Davis	(701) 224-4557
OKLAHOMA	Van Wright	(405) 521-2841
OREGON	Arnie Lettert	(503) 378-2951
PENNSYLVANIA	Conrad Jones	(717) 787-9531
PUERTO RICO	Ileana Rivera de Agostini	(809) 754-0934
RHODE ISLAND	Frank Walker	(401) 277-2648
SOUTH DAKOTA	Paulette Levisen	(605) 773-3293
TEXAS	Gil Conoley/Eddie Eubanks	(512) 475-5959
UTAH	Beth Davis	(801) 533-7193
VERMONT	Jennifer Howard	(802) 823-3124
VIRGINIA	Wendall Hylton	(804) 786-3750
WASHINGTON	Gene Liddell	(206) 753-2560
WEST VIRGINIA	James Gladwell	(304) 348-2700
WISCONSIN	John Strother/Missy Keyes	(608) 266-3275

COMMUNITY ORGANIZING GUIDE TABLE OF CONTENTS

SECTION I. Activities Guide PAGE

1983 Joint Resolution of the United States Congress 2
Purpose and Overview of National Women's History Week 3
Summary of Ideas and Activities 5
Checklist for Planning, Organizing, and Scheduling 13
National Women's History Week Project logo 18

SECTION II. Sample Organizing Materials

Why Study Women's History? A Sample Editorial 19
History of International Women's Day - a Sample Flier 20
Letter to Local Superintendent of Schools 21
Letter to State Superintendent of Schools 22
Request for NWHW '83 Proclamations from Governor, Legislators 23
Letter Regarding NWHW '83 for Congressmembers, Senators 24
Request for NWHW '83 Proclamation from President Reagan 25
Letter to School Principals 27
Letter to Contact Teachers. 28
Letter to School Board Members. 29
Letter to Local Women's Organizations 30
Letter to Women's Study Programs and History Departments. 32
Letter to Local Girl's Organizations. 33
Press Release Recruiting Community Resource Women 34
Letter to Potential Community Resource Women. 35
Form for Community Resource Women's Responses 36
Letter of Confirmation to Community Resource Women. 37
Guidelines for Community Resource Women 38
Letter to Libraries 39
News Release to Magazines, Radio and Television 40
Letter to Churches, Synagogues and Other Religious Centers. 42
Letter to Social, Professional, and Civic Organizations 43
Cover Letter for Materials to Contact Teachers. 44
Sample Community Resource Women Listing 45
Sample Public Service Announcement. 46
Request for Proclamations from Local Government 47
List of Regional Sex Desegregation Centers. 48
List of Title IV State Education Agencies 49

BLANK PAGE
DO NOT FILM

NATIONAL WOMEN'S HISTORY WEEK PROJECT
Box 3716 Santa Rosa, California 95402

EVALUATION

This curriculum packet will be revised during the summer of 1983. We encourage you to take a few minutes to write your comments on the materials presented here and to add other resources you have used which would be appropriate for inclusion.

1. What elements of this packet were most useful to you?

2. What elements were least useful?

3. What kinds of responses did use of these materials elicit from children in your classes?

4. What additional resources for materials do you know of (include addresses, prices, and short description if possible)?

5. Describe games, activities, or other suppliments you have developed for teaching women's history that have been sucessful.